ED 374 205 AA 001 253

Resources in Education (RIE). Volume 30, Number 2.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 95
LANGUAGE- English
EDRS Price- MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131),Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains only the first three of the five indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (CRW/WTB)

ED 374 206 CE 065 448

Charland, William A., Jr.
Career Shifting: Starting Over in a Changing Economy. Points West Review.
PUB DATE- Sep 93
NOTE- 21p.; Inside title page cover varies: "Career Shifting: Shifting Gears in a Changing Workplace."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; Demand Occupations; Economic Change; *Educational Needs; *Employment Practices; *Employment Problems; *Employment Projections; Entrepreneurship; *Futures (of Society); *Lifelong Learning; Unemployment

The economic shifts of the past decade represent a new era in the U.S. workplace. Many of the millions of dislocated managers and professionals will not be reemployed in similar jobs because those jobs have disappeared. The economy has changed from the pyramid shape that most people envision, with a large blue-collar base and a smaller white-collar top, to a diamond shape, with a small tip of managers and owners, a large middle of worker-producers, whether white or blue collar, and a small layer of clerical workers. In this new economy, people must find new ways of working. Many are becoming entrepreneurs. Others are retraining in a variety of technical occupations. All, however, must constantly learn new skills and new ways to apply old skills as the economy continues to change. Workers must become generalists, able to do a variety of things. In order to do so, they need college programs to which they can

ED 374 225 CE 067 121

Crawford, Clarence C.
Multiple Employment Training Programs. How Legislative Proposals Address Concerns. Testimony before the Subcommittee on Employment, Housing and Aviation, Committee on Government Operations, House of Representatives. Statement of Clarence C. Crawford, Associate Director, Education and Employment Issues, Health, Education, and Human Services Division.
PUB DATE- 4 Aug 94
NOTE- 45p.; For related documents, see ED 367 826, ED 367 840, ED 367 898, ED 369 963-964, and ED 372 270.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Accountability; Administrator Responsibility; Administrators; Adult Education; Education Work Relationship; *Employment Programs; *Federal Legislation; Federal Programs; *Job Training; Needs Assessment; Program Administration; *Program Effectiveness; Program Evaluation; *Program Improvement; School Business Relationship
IDENTIFIERS- *Proposed Legislation

In the fragmented federal system, over 150 programs provide employment training assistance to adults and out-of-school youth. Individually, these programs have well-intended purposes. Collectively, they raise four concerns: (1) they are difficult for job seekers and employers to access and for administrators to implement; (2) they overlap and duplicate one another, adding unnecessary administrative costs to program operation; (3) they fail to meet client needs; and (4) many lack the basic monitoring and evaluation systems needed to determine whether they are achieving desired results. During the past year, members of Congress have introduced 13 legislative proposals that would restructure parts of the federal employment training system. The bills contain provisions that would reduce the number of programs, create clearer points of entry and clearer pathways between programs, or create more common definitions and requirements. Proposals that would simplify the system could also improve the system's administrative efficiency. Although some proposals include provisions concerning mix of services, only a few specifically call for an independent comprehensive assessment or better local labor market information and linkages with employers to ensure that training would prepare clients for meaningful jobs. Most proposals recognize the need to hold program administrators accountable for program performance. (Appendixes include tables comparing the proposals with regard to each of the four concerns.) (YLB)

ED 374 226 CE 067 122

Welfare to Work. JOBS Automated Systems Do Not Focus on Program's Employment Objective. Report to Congressional Requesters.
PUB DATE- Jun 94
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Basic Education; *Employment Programs; Employment Services; Federal Programs; Federal Regulation; Federal State Relationship; *Information Systems; Job Training; Labor Market; Labor Needs; *Occupational Information; *Program

ED 374 245 CE 067 151

Edelson, Paul J.
What If Grandma Moses Attended Night School? Strategies for Reprioritizing Adult Art Education.
PUB DATE- Jul 94
NOTE- 26p.; Paper presented at the International Conference on Adult Education and the Arts (3rd, Brussels, Belgium, July 1-5, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adult Education; Adult Learning; Age Discrimination; *Art Education; *Art Teachers; Career Change; Colleges; *Community Education; Higher Education; Hobbies; Midlife Transitions; Nonformal Education; *Teacher Education; Universities
IDENTIFIERS- *Informal Education

Through their own inventiveness and persistence, adults are circumventing institutional indifference and creating alternative educational networks to teach themselves art. Problems that must be overcome are as follows: inadequate instructor preparation, a generally narrow array of programs in most community centers with the preponderance of offerings at the introductory level, and art instruction in multipurpose community education centers that do not often have the appropriate facilities. Problems within colleges and universities include the following: the preoccupation with the full-time student, the artwork/artplay dichotomy, absence of an extensive professional curriculum to train art educators to work with adults, and persisting and prevailing negative views of the abilities of older adults. At some universities, a largely invisible, extrainstitutional network for informal group learning exists. These networks resemble clubs and are a mixture of social activities plus art. Several trends present opportunities for art educators to reach larger numbers of potential students: the aging population, the growing availability of places where adults can study art, and a heightened art awareness. Both Grandma Moses and Winston Churchill have legitimized the struggling amateur. A need exists for current visible examples of eminent and productive adult artists as motivators for new generations of adult art practitioners. (Contains 29 references.) (YLB)

ED 374 246 CE 067 152

Macleod, Ann; And Others
Marketing Means Business. Interchange No. 28.
PUB DATE- 94
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Foreign Countries; *Information Systems; *Marketing; Needs Assessment; Postsecondary Education; *Program Effectiveness; *Publicity; Public Relations; *School Business Relationship; *School Community Relationship; Technical Institutes; Vocational Education
IDENTIFIERS- *Scotland

A project examined information currently made available by colleges of further education in Scotland to users and the marketing strategies used. Thirty-eight of 45 colleges

ED 374 263 CE 067 186

Thomas, Audrey M.
Adult Literacy Volunteer Tutor Program Evaluation Kit. Adult Basic Education.
PUB DATE- 89
NOTE- 83p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adult Basic Education; *Adult Literacy; Educational Practices; *Evaluation Criteria; *Evaluation Methods; Foreign Countries; *Literacy Education; Program Development; *Program Evaluation; Program Implementation; Questionnaires; Tutors; Volunteers

This guide resulted from a project conducted to develop a process for evaluating adult basic education (ABE) tutoring programs. Through a literature search and discussions with ABE practitioners in Canada, a list of 17 statements of good practice was formulated. These statements were used as a basis for the development of a program questionnaire, a tutor questionnaire, and a learner questionnaire, which can be used to evaluate ABE programs. This document includes the list of statements of good practice and the three questionnaires, as well as a bibliography listing 20 books, kits, and reports and 42 journal and newsletter articles used in preparing the statements of good practice. Directions for implementing the program evaluation process also are included. (KC)

ED 374 264 CE 067 187

Mendel, Richard
The American School-to-Career Movement: A Background Paper for Policymakers and Foundation Officers.
SPONS. AGENCY- Lilly Endowment, Inc., Indianapolis, Ind.
PUB DATE- Jul 94
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Education; Career Development; *Educational Needs; *Education Work Relationship; *Futures (of Society); Integrated Curriculum; Noncollege Bound Students; Postsecondary Education; School Business Relationship; Secondary Education; *Track System (Education); *Vocational Education
IDENTIFIERS- *Tech Prep

The school-to-career movement has reached critical mass on the U.S. political stage. It is not yet clear, however, whether this movement will have any substantive effect in the lives of youth---particularly those in the "neglected majority" who are not bound to graduate from a four-year college. In comparison to their European and Japanese counterparts, U.S. youth take a much longer time in settling into a career after high school graduation, with almost 30 percent of high school graduates not established in a career by age 30. Proposals to improve school-to-work transitions for youth have centered on a new type of "tracking," with tracking's attendant negatives, that would result in a "career prep" alongside "academic prep." Questions

ED 374 281 CE 067 219

ABC's of Construction. Final Report.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- Jan 93
NOTE- 130p.; For documents related to this project, see CE 067 220-251. Parts of the appendices contain light type.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; Articulation (Education); Basic Skills; *Building Trades; Check Lists; Classroom Environment; Content Area Reading; Curriculum Development; Demonstration Programs; *Integrated Curriculum; *Literacy Education; Numeracy; *Partnerships in Education; Program Development; Program Effectiveness; Task Analysis; Trade and Industrial Education; *Vocational Education
IDENTIFIERS- *ABCs of Construction Project; *Workplace Literacy

The ABC's of Construction project was a demonstration project designed to integrate basic skills training with an industry-developed vocational-craft training program. The program was located at the central training facility of the Pelican Chapter of Associated Builders and Contractors (ABC), an organization made up of nearly 300 member companies involved in construction in southern Louisiana. During the project's 20-month grant period (March 1991-October 1992), 649 workers were screened on the reading and mathematics sections of the Test of Adult Basic Education, and 204 of them were identified to receive educational counseling comparing their reading and mathematics skills to individual training tasks identified through a literacy task analysis of their apprentice program. During three 5-month cycles, 107 workers each received 10 to 268 hours of instruction in an open-entry/open-exit classroom program. Trainee attendance averaged 44.63 hours. A total of 359 students slots were filled during the project's 7 seminars in workplace dynamics. Contact hours throughout the project totaled 2,945 hours, and the retention rate was more than 80%. Pre/postcompetency tests established that, after 50 hours of instruction, trainees' skill levels increased an average of 2.8 years in mathematics and 2.02 grades in reading. (Appendixes constituting approximately 75 percent of this document contain the following: external evaluation report, original grant abstract, classroom environment inventory, literacy task analysis, and overview of the project curriculum and original materials.) (MN)

ED 374 282 CE 067 220

Atkinson, Rhonda; And Others
Writing about Your Craft. Writing Frames for Construction Workers.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 31 Dec 93
NOTE- 19p.; For documents related to this project, see CE 067 219-251.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Basic Education; Behavioral Objectives; *Building Trades; Learning Activities; Learning Modules;

ED 374 305 CE 067 243

Finding the Main Idea. Pipefitter.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 92
NOTE- 28p.; For documents related to this project, see CE 067 219-251.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Basic Skills; Behavioral Objectives; Building Trades; Competency Based Education; Content Area Reading; Individualized Instruction; Learning Activities; Lesson Plans; *Literacy Education; *Plumbing; *Reading Comprehension; *Reading Skills; Trade and Industrial Education
IDENTIFIERS- *ABCs of Construction Project; *Main Idea; *Pipe Fitters; Workplace Literacy

Developed by the ABCs of Construction National Workplace Literacy Project, these curriculum materials for the occupational area of pipefitter contain two lessons that deal with finding the main idea. Each lesson consists of an objective, instruction, and exercises. Lesson 1 contains seven exercises, and Lesson 2 has three. The objectives for the two lessons are for the student to be able to find main ideas in paragraphs and for the student to be able to recognize sequence and comparison-contrast paragraph and passage structure. (YLB)

ED 374 306 CE 067 244

Reading Charts and Graphs. Pipefitter.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 92
NOTE- 52p.; For documents related to this project, see CE 067 219-251. For companion manual, see CE 067 246.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Basic Skills; Behavioral Objectives; Building Trades; *Charts; Competency Based Education; *Graphs; Individualized Instruction; Learning Activities; Lesson Plans; *Literacy Education; Mathematics Instruction; Mathematics Skills; *Plumbing; *Problem Solving; *Tables (Data); Technical Education; Trade and Industrial Education; Word Problems (Mathematics)
IDENTIFIERS- *ABCs of Construction Project; *Pipe Fitters; Workplace Literacy

Developed by the ABCs of Construction National Workplace Literacy Project, these curriculum materials for the occupational area of pipefitting contain a lesson that deals with reading charts and graphs. The lesson consists of an objective, instruction, and seven exercises. Three types of problems are provided in each exercise: "try it," "apply it," and "go with it." The objective for the lesson is for the student to learn to locate and apply information from a table. (YLB)

ED 374 307 CE 067 245

ED 374 326 CE 067 282

Makinen, Raimo, Ed.; Taalas, Matti, Ed.
Producing and Certifying Vocational Qualifications. Publication Series B: Theory into Practice 83.
PUB DATE- 93
NOTE- 188p.; Very small and smudged print in some figures will not reproduce well.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Collected Works - General (020)
DESCRIPTORS- Adult Education; *Competency Based Education; Developed Nations; Educational Certificates; Employment Qualifications; Foreign Countries; *Job Skills; *Occupational Tests; Postsecondary Education; Skilled Occupations; Skilled Workers; *Standards; *Student Certification; *Vocational Education
IDENTIFIERS- Finland; Germany; Netherlands; Scotland; United Kingdom; United States; Wales

This publication consists of 14 selected papers prepared for an international workshop on the problems and relationship between producing vocational competencies for skilled-worker level occupations and controlling and certifying these competencies. Part I outlines the production life and labor market contexts of vocational training and certification and discusses some problems of education/employment match in an age of recession and demands for occupational flexibility. The two papers in part I are as follows: "Working Life Background of Occupations and Certification of Vocational Competence" (Makinen) and "Society, Education, and Vocational Competencies: Towards Flexible Society of Continuous Adult Education" (Rinne, Kivinen). Part II contains descriptions and analyses of the present status and developments of the vocational training and certification systems in Finland, Germany, the Netherlands, England and Wales, Scotland, and the United States." The seven papers are: "Producing and Certifying Vocational Competence in Finland at Present and in the Future" (Melametsa); "Defining and Producing Vocational Competence--The UK Experience" (Handley); "Vocational Education and Training in Scotland" (Seddon); "Qualification, Competence, and Certification in the Modular Vocational Education in the Netherlands" (Streumer); "Some Essentials of the Dual System of Vocational Training in Germany" (Reisse); "The German System of Assessment and Certification in Vocational Training" (Reisse); and "Certification of Occupational Skills and Standards: The United States Perspective" (Bunn). In Part III, some general and occupation-specific problems of competence-based examinations and certification of vocational qualifications are discussed in four papers: "Function and Dysfunction of the Certification System: Closed or Open Structures" (Volanen); "Problems of Certification and Examinations in Different Occupations" (Taalas); "Problems of Certification in Some 'Soft' Vocations" (Niikko); and "The Corporate Classroom: Is There a Possibility of Increasing In-service Education in the Sectors of Retail Industry, the Hotel Business, and Catering?" (Puurula). Part IV contains some concluding remarks in Finnish on the topics of the workshop. (YLB)

ED 374 327 CE 067 283

Strengthening the Links: Education and the Private Sector.
PUB DATE- Nov 93

ED 374 344 CE 067 332

Drier, Harry N.; And Others
Planning for Life Program Guidebook. Career Planning: Definition, Improvement Ideas and Self-Review Process.
PUB DATE- Aug 94
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Career Education; *Career Guidance; *Career Planning; Elementary Secondary Education; *Program Development; Program Improvement; *School Guidance; *Self Evaluation (Individuals)

This guidebook was developed for schools to use to improve their current career planning efforts by placing career planning in the context of a comprehensive guidance program. The guidebook defines activities that make up life planning and provides the framework for students to conduct self-reviews using these career planning principles. The guidebook is divided into three parts. Part 1 consists of an introductory chapter that focuses on the relationship of career planning to the total guidance program. Part 2 contains seven chapters that elaborate on the following essential components that are used to evaluate coalition-based career planning efforts: clarity of purpose, commitment, comprehensiveness, collaboration, coherence, coordination, and competency. Part 3 provides a self-evaluation process and form designed to help leaders direct a comprehensive self-study. An appendix links career development competencies by area and grade level. (KC)

ED 374 345 CE 067 334

Dave, Ravindra
From Awareness to Action: Evaluation of the ITFL Experience for Future Development.
PUB DATE- 93
NOTE- 229p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Developing Nations; Foreign Countries; *Literacy Education; *Program Effectiveness; Program Evaluation; *Program Implementation
IDENTIFIERS- *International Literacy Year 1990

In 1987, when the United Nations proclaimed 1990 as International Literacy Year (ILY), it invited nongovernmental organizations (NGOs) to participate in national and international programs for the year. An evaluation of these programs was done in order to make recommendations for the future battle against worldwide illiteracy. The evaluation procedure followed was primarily future oriented and illuminative. Data were gathered through case studies, interviews, correspondence, content analysis of publications, and questionnaires. Some of the findings of the evaluation were as follows: (1) the media launch of the ILY was a success; (2) projects sponsored in various regions had a great impact; (3) once it was determined that learners should be involved directly in the year, the programs by NGOs made every effort to involve them; (4) successful projects included the Book Voyage, an international newsletter, and various

ED 374 362 CG 025 505

Ready for Change: Career Counselling and Development in the 90s: A Discussion Paper.
PUB DATE- Jan 93
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Education; *Career Counseling; Career Education; Career Exploration; *Career Guidance; Continuing Education; *Employment; *Employment Counselors; Foreign Countries; Job Placement; Job Training; Labor Force; Life Satisfaction; Occupational Information; Occupations; Post High School Guidance; *Quality of Working Life; Vocational Interests
IDENTIFIERS- *Canada; Canadian Guidance and Counseling Association; Creation and Mobilization Counsel Resource Youth

Society needs citizens who best utilize their talents, who make informed career choices, and who contribute to the social and economic development of their country. The Canadian organization, Creation and Mobilization of Counselling Resources for Youth (Camcry) partnership, helps young Canadians achieve meaningful careers and helps practicing counselors gain additional skills in career guidance and counseling. The Camcry initiatives demonstrate that career counseling is effective in the individual's personal, educational, social, and career development. This booklet details the status and needs of career counseling in Canada's rapidly changing labor market, and outlines four strategies proposed to address career needs: (1) existing career guidance and counseling services must become more available and more adequate; (2) continuing education and additional training must be made available to counselors; (3) a career development culture must be fostered so as to promote self-sufficiency and to help people cultivate their talents and opportunities; and (4) career counseling must have ongoing research and development of methods to promote the attainment of human potential. These initiatives should foster increased productivity and less reliance on income support and other forms of assistance. Included is a descriptive list of Camcry career development interventions. (RJM)

ED 374 363 CG 025 587

White, Jacquelyn W.; Humphrey, John A.
Sexual Revictimization: A Longitudinal Perspective.
PUB DATE- 20 Aug 93
NOTE- 10p.; Paper presented at the Annual Meeting of the American Psychological Association (101st, Toronto, Ontario, Canada, August 20-24, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Age Differences; Child Abuse; College Students; Family Violence; Higher Education; Interpersonal Competence; Personality Traits; *Rape; Self Concept; Sex Role; *Sexual Abuse; Sexuality; *Victims of Crime; Young Adults
IDENTIFIERS- *Victimization

While some researchers question whether women can be more vulnerable to sexual assault because of personal characteristics and/or behavioral styles, typical research designs into this question draw on retrospective comparisons of victims and non-victims, making it difficult to determine

ED 374 383 CG 025 769

Buri, John R.; And Others
Parental Hostility as a Predictor of Parental Authority and Adolescent Self-Esteem.
PUB DATE- Aug 94
NOTE- 17p.; Paper presented at the Annual Meeting of the American Psychological Association (102nd, Los Angeles, CA, August 12-16, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; Anger; Child Rearing; Family Life; *Father Attitudes; Higher Education; *Hostility; *Mother Attitudes; Nuclear Family; Parent Child Relationship; Personality Traits; Power Structure; *Self Esteem; Social Cognition
IDENTIFIERS- Parental Dominance

Research shows that hostility may lead to deleterious consequences for health, anger, aggressive behavior, and interpersonal relationships. This study investigated the relation of parents' hostility levels to both the self-esteem (SE) of college-aged participants and the adolescents' phenomenological assessments of parental authority. The 199 college students for this study came from two-parent families. Participants completed four questionnaires: (1) a mothers' authority questionnaire, (2) a fathers' authority questionnaire, (3) a SE scale; and (4) a demographic information sheet. Each parent filled out the Cook and Medley Hostility Scale. When comparing fathers' and mothers' hostility, paternal hostility more strongly predicted patterns of authority exercised in the home (both authoritarianism and authoritativeness), and adolescent self-esteem. The psychological disposition of hostility appears to affect the overt behavioral and emotional expressions of men more than of women -- hostile fathers seem more apt to interact with their children in abrupt, demanding, and controlling ways. The findings suggest that the behavioral and emotional consequences of hostility are different for men and women, which agrees with previous studies. Included are three tables which summarize the statistical findings. Contains 23 references. (RJM)

ED 374 384 CG 025 770

Dykeman, Cass
Student Assistance Program Implementation and Evaluation.
PUB DATE- 23 Jul 94
NOTE- 10p.; Paper presented at the International Conference on Counseling in the 21st Century (4th, Vancouver, British Columbia, Canada, July 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adolescents; At Risk Persons; Children; Counseling; Early Intervention; Educational Environment; Elementary Secondary Education; Helping Relationship; *High Risk Students; *School Counseling; *School Counselors; Student Needs; Students
IDENTIFIERS- *Student Assistance Programs

Recently, educators have initiated programs to help students address the social and emotional problems which can impair academic performance. This paper reviews current knowledge on

ED 374 403   CS 011 832

Strickland, Dorothy S.; And Others
School Book Clubs and Literacy Development: A Descriptive Study. Report Series 2.22.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 81p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Attitude Measures; Content Analysis; Elementary Education; *Literacy; *Parent Attitudes; *Reading Habits; *Reading Materials; Reading Research; *Student Attitudes; *Teacher Attitudes
IDENTIFIERS- *Book Clubs; Descriptive Research

A series of three studies investigated how school book clubs fit into the elementary language arts curriculum and how they contribute to children's literacy. Study 1 interviewed 71 administrators, teachers, and parents by telephone and also interviewed parents and students in urban, rural, and suburban schools in different parts of the United States. Study 2 examined the contributions of 12 children in 6 elementary schools over a period of one year. Study 3 analyzed the entire offerings of the three major book clubs (Scholastic, Troll, Trumpet). Results from all three studies indicated that (1) the school book clubs played a large role in the provision of books and other materials to children, teachers, and parents; (2) while book clubs still regarded their primary purpose as supplying children with books and other material, they appear, in the past few years, to have become a major supplier of literacy materials to classrooms; (3) some teachers and parents complained about the presence of what they call "junk" and "fad" material; (4) some teachers were uneasy about the intrusion of commercial enterprises into their classroom; and (5) lack of parental funds was a major problem for classroom teachers. Results also indicated ways in which book clubs played a role in children's literacy growth: book clubs were putting books directly into the hands of large numbers of children across the country; and book club books were used to promote literacy development among all children in the class, not just those who participated in the clubs. (Contains 12 references, 22 tables, and four figures of data.) (RS)

ED 374 404   CS 011 833

Hynd, Cynthia R.; And Others
Learning Counterintuitive Physics Concepts: The Effects of Text and Educational Environment. Reading Research Report No. 16.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Concept Formation; Educational Environment; High Schools; Reading Research; Science Curriculum; *Science Education; *Scientific Concepts; *Secondary School Science; Student Motivation; Teacher Behavior; Textbook Research; *Text Structure
IDENTIFIERS- *Conceptual Change

ED 374 423 CS 214 476

Elliott, Gayle
The Angel in the Academy: The Creative Writer as Helpmeet on the Distaff Side of English Studies.
PUB DATE- Mar 94
NOTE- 10p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (45th, Nashville, TN, March 16-19, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College English; *Creative Writing; English Departments; *Females; Feminism; Graduate Students; Higher Education; Political Power; *Professional Recognition
IDENTIFIERS- Departmental Politics; *Faculty Attitudes; *Professional Concerns

Women who wish to assume full voice in their writing have no choice but to raise questions regarding their status and the status of creative writing within the academy. Tillie Olsen and Elaine Showalter have documented the bias in texts taught at the university in which women have little place, if at all. The effects are devastating: if the voices of other women writers have been neglected, the beginning writer is likely to doubt her own voice as well. Small wonder then that both Susan Griffin and Olsen refer to "all women who write" as survivors. The woman creative writer faces an especially difficult task because creative writing is devalued in English departments. Having attained some degree of professional success outside the academy, the woman creative writer finds in graduate school that the work she does--the fiction and poetry that have earned her place--is by its very nature suspect, regarded as intellectually "soft." Traditional academic study--theory, empirical research--is considered essential, the arts supplementary. Creative work is reduced, then, to an "optional" discipline. As some of the same observations have been made about the field of composition, it is useful to compare the two. Both are concerned with what are traditionally regarded as "feminine" principles--intuition, emotion, self-expression. It must be acknowledged that it is no accident that these particular fields of study have assumed the low hierarchal spaces taken for granted within education. (TB)

ED 374 424 CS 214 481

Kahaney, Phyllis
Come Talk Story: A Creative Writing Workshop in Hawai'i.
PUB DATE- Mar 94
NOTE- 14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (45th, Nashville, TN, March 16-19, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Classroom Communication; *Creative Writing; Cultural Differences; Higher Education; Multicultural Education; *Student Characteristics; *Writing Instruction; *Writing Workshops
IDENTIFIERS- *Communication Behavior; Educational Issues;

ED 374 441 CS 214 514

Fox, Roy F., Ed.
Images in Language, Media, and Mind.
PUB DATE- 94
NOTE- 255p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - General (020),Books (010)
DESCRIPTORS- Elementary Secondary Education; Higher Education; Interdisciplinary Approach; *Language Role; *Mass Media Effects; *Mass Media Role; Psycholinguistics; *Social Problems; Visual Literacy
IDENTIFIERS- *Images; *Visual Communication

The essays in this collection discuss the "image" as both product and process. Representing such diverse disciplines as rhetoric, composition, clinical psychology, journalism, photography, communication, education, and sociology, the essays describe how images function and how they are linked with language and explore the role of images in shaping social issues. Following an introduction (overview) by the editor, the essays in Part I, "Images in Language," are: (1) "Image Studies: An Interdisciplinary View" (Roy F. Fox); (2) "People Prose" (Alan C. Purves); (3) "Imaging, Literacy, and Sylvia Ashton-Warner" (Nancy S. Thompson); (4) "Photographs, Writing, and Critical Thinking" (Carol P. Hovanec and David Freund); and (5) "Child Talk: Re-presenting Pictures in the Mind" (Stevie Hoffman). The essays in Part II, "Images in Media," are: (6) "Where We Live" (Roy F. Fox); (7) "From War Propaganda to Sound Bites: The Poster Mentality of Politics in the Age of Television" (Linda R. Robertson); (8) "Reading Ollie North" (William V. Costanzo); (9) "Instant History, Image History: Lessons from the Persian Gulf War" (George Gerbner); (10) "Authorship of Metaphoric Imagery in 'Live' Television Sportscasts" (Barbra S. Morris); (11) "Ad Images and the Stunting of Sexuality" (Carol Moog); and (12) "'Don't Hate Me Because I'm Beautiful': A Commercial in Context" (Gerald O. Grow). The essays in Part III, "Images in Mind." are: (13) "Beyond 'The Empty Eye': A Conversation with S. I. Hayakawa and Alan R. Hayakawa" (Roy F. Fox); (14) "The Image Is Not the Thing" (Herb Karl); (15) "Analyzing Visual Persuasion: The Art of Duck Hunting" (Kay Ellen Rutledge); and (16) "The Riddle of Visual Experience" (Vito Signorile). (NKA)

ED 374 442 CS 214 515

McGann, Patrick
Positioning Personal Discourse Professionally.
PUB DATE- Jul 94
NOTE- 10p.; Paper presented at the Annual Penn State Conference on Rhetoric and Composition (13th, University Park, PA, July 13-16, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Higher Education; *Rhetorical Theory; *Writing (Composition)
IDENTIFIERS- Academic Discourse Communities; *Composition Theory; Feminist Criticism; Rhetoric as Epistemic

Although a Ph.D. candidate feels pressured to take sides in the discursive war in academe between social-epistemics and expressionists, he finds it difficult to do so. W. Ross

ED 374 459 CS 214 536

Williams, John W.
Newspaper Mug Shots, Readers Attitudes, and an Illinois Case Study.
PUB DATE- Aug 94
NOTE- 11p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (77th, Atlanta, GA, August 10-13, 1994). Photographs might not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Measures; Case Studies; Elections; Higher Education; *Newspapers; *Photojournalism; *Political Candidates; Political Influences; Public Opinion; Surveys
IDENTIFIERS- Illinois (Alton); Journalism Research; *Mug Shots; Principia College IL; *Visual Communication

A study examining voter responses to mug shots in newspapers found that they have a significant effect on a candidate's success in an election. The study was conducted after an Alton, Illinois, newspaper featured a full-page article on five candidates running for mayor, all but one of whom appeared dressed in a suit in a professional "mug shot." The fifth candidate appeared unsmiling in a windbreaker, though the newspaper had another professional shot of him in a suit and smiling. A number of parents and students at Principia College, none familiar with the details of the local race, were asked a series of questions about two sets of photographs representing the above candidates: one set represented the candidates as they appeared in the newspaper; the other replaced the fifth candidate's mug shot with a professional shot. Knowing nothing about the candidates, 41 respondents were asked to rate the first set according to competence, experience, friendliness, honesty and leadership. A second group of 47 were asked to rate the second set of photographs according to the same criteria. Results showed that the first group rated the fifth candidate lowest, while the second group rated him second to the highest. The first group said he looked "rough," "unfriendly," "like a crook." Conclusions suggest not that the newspaper's use of his mug shot lost the race for the fifth candidate. Although many variables were involved, it is suggested that mug shots do influence voters. (Contains 26 notes and the "mug shots.") (TB)

ED 374 460 CS 214 537

Olson, Lyle D.; And Others
State High School Press Freedom Laws: A Profile of Legislative Sponsors.
PUB DATE- 11 Aug 94
NOTE- 40p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (77th, Atlanta, GA, August 10-13, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Attitude Measures; Censorship; *Freedom of Speech; *High Schools; High School Students; Journalism; Legislators; National Surveys; *School Publications; State Legislation
IDENTIFIERS- Research Suggestions; *Scholastic Journalism; *State

ED 374 478 CS 508 689

Hale, Claudia L.; And Others
"Butthead," "Swirlies," and Dirty Looks: Interpersonal Conflict from a Younger Point of View.
PUB DATE- Jul 94
NOTE- 43p.; Paper presented at the Annual Meeting of the International Communication Association (44th, Sydney, New South Wales, Australia, July 11-15, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Research; *Conflict; Elementary Secondary Education; *Interpersonal Communication; *Interpersonal Competence; Metaphors; *Student Attitudes
IDENTIFIERS- Communication Behavior; Focus Groups Approach

Breaking from traditional adult-centered models of interpersonal conflict by privileging children's experiences, a study examined children's experiences of and reactions to conflict. As part of an assessment for establishing a school-based peer mediation program, focus group interviews were conducted with second graders through high school students (n=47). Analysis focuses on the sites (causes), signs, and aftermath of (or responses to) conflict. Children's impressions regarding fairness, gender differences, as well as the children's metaphors for conflict are addressed. With respect to the sites of conflict, the main themes included conflict as a product of the spoken word, as a dirty look, and as a struggle for equality. The signs of conflict entailed physical acts, name calling, and absence of talk. Aftermath included confronting, seeking involvement of third parties, ignoring others, and treating others with kindness. Two emergent themes regarding fairness were decision making according to the rules, and equality of treatment. Two primary, and in some respects oppositional, metaphors emerged in the group discussions: conflict as explosion and conflict as betrayal. (Contains 52 references, 11 notes, and a table of data. The interview protocol is attached.) (Author/RS)

ED 374 479 CS 508 690

Herling, Thomas J.
Communication Faculty Recruitment 1993-1998: A Survey of Staffing Needs.
PUB DATE- Aug 94
NOTE- 22p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (77th, Atlanta, GA, August 10-13, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- College Faculty; College Students; Departments; Educational Trends; *Faculty Recruitment; Higher Education; *Mass Media; National Surveys; Occupational Surveys; *Personnel Needs; Questionnaires; *Speech Communication

A comprehensive survey analyzed future recruiting in the communications disciplines, including trends in enrollments, faculty retirements, the production of doctorates, and a content analysis of academic position advertisements. A questionnaire was developed to investigate staffing trends in communication studies for the years 1993-1998 and mailed to 312

ED 374 498   CS 508 720

In Touch with the Spirit: Black Religious and Musical Expression in American Cinema. Conference Papers.
SPONS. AGENCY- Lilly Endowment, Inc., Indianapolis, Ind.
PUB DATE- May 94
NOTE- 122p.; Selected papers from the "In Touch with the Spirit" Conference (Indianapolis, IN, July 9-12, 1992).
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Books (010)
DESCRIPTORS- *Black Culture; *Black Studies; Cultural Images; *Film Production; *Film Study; Higher Education; Media Research; Music; *Popular Culture; Religion; Social Problems; Theater Arts
IDENTIFIERS- African Americans; *Black Films; *Film History

This monograph presents a sampling of papers delivered at a multidisciplinary conference focused on two dominant entities in African American cinema: religion and music. Papers in the monograph are grouped into three sections: the scholar's involvement in the filmmaking process, early Black theater and film, and contemporary issues in Black cinema and other forms of popular expression. Following a comprehensive overview of the paper, "In Touch with Film, the World of Academe and the Spirit of African American Culture" (Gloria J. Gibson-Hudson), papers in the first section are, as follows: (1) "'Saturday Nite, Sunday Morning': The Secular/Sacred Dynamic in the Life of Arnold Dwight 'Gatemouth' Moore" (Mellonee Burnim); (2) "'To Be or Not to Be...?' Notes on the Art of Filming African-American Real Life" (Gerald Davis); and (3) "'In the Rapture': The Anatomy of an Afro-American Documentary Film" (William H. Wiggins, Jr.). Papers in the second section are: (4) "Black Theatre Development and Black Film: 1910-1921" (Bettye Collier-Thomas); (5) Oscar Micheaux's 'Body and Soul': A Film of Conflicting Themes" (Charlene Regester); and (6) "Oscar Micheaux's 'Darktown Revue': Caricature and Class Conflict" (J. Ronald Green). Papers in the third section are: (7) "Defining the Right Thing: Sanity and Violence in the Works of Twentieth Century African-American Dramatists" (John Howard); and (8) "Contemporary African-American Religious Quests for a Popular-Based Political Culture" (R. Drew Smith). (NKA)

ED 374 499   EA 025 711

Gloria, Cyril; Karr-Kidwell, P. J.
A Study of the Effect of Alternative Programs on the Potential Dropout.
PUB DATE- 93
NOTE- 51p.; Master's Thesis, Texas Women's University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Dropout Prevention; *Dropout Programs; Early Intervention; Elementary Secondary Education; *High Risk Students; *Nontraditional Education; *Program Effectiveness; Public Schools
IDENTIFIERS- *Texas

Educators are very concerned about the problem of students dropping out of school. The reasons for students dropping out vary from social to economic causes. Alternative programs or schools have been used since the 1960s to try to keep students in school. This study involved a literature review of research

ED 374 517 EA 026 091

Giles, Corrie
Marketing, Parental Choice and Strategic Planning: An Opportunity or Dilemma for UK Schools?
PUB DATE- May 94
NOTE- 16p.; Paper presented at the Conference of the International Intervisitation Program (Buffalo, NY, May 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Decentralization; *Educational Planning; Elementary Secondary Education; Foreign Countries; Government School Relationship; *Long Range Planning; Organizational Theories; *School Based Management; *School Choice; School Restructuring; *Strategic Planning
IDENTIFIERS- *England; *Wales

Site-based management, parental choice, and accountability for the efficient, effective, and economic use of public resources in England and Wales were key themes of the 1988 Education Reform Act. The 1993 Education Act opened the way for greater choice in the marketplace by encouraging specialization and/or selection by aptitude/ability in existing new schools. As a result of the 1993 Education Act, schools will now have to make long-term strategic marketing choices. This paper attempts to answer the following questions: (1) As schools in England and Wales face the realities of a second, and potentially radical wave of market forces, will they advertise and sell an increasingly parent-determined product to attract resources in order to survive? (2) Or will schools adopt a philosophy of societal marketing, with a client rather than product focus that will integrate their strategic planning and marketing? The paper briefly considers some of the dilemmas that parental choice presents to a decentralized education service. It suggests a role for marketing theory in exploring the needs and perceptions of parents, and then describes a possible role for strategic educational marketing planning as a means of informing professional judgment and educating parental choice. Preliminary findings of the Parent and School Choice Interaction Study (1993) suggest that schools continue to respond to choice and competition by increasing their focus on promotional activities. Unless schools actively develop a marketing approach that shapes a coherent program of change and educates client perceptions of need, they will increasingly be driven by a middle-class planning agenda, which will further sharpen the divisions within British society. Contains 24 references. (LMI)

ED 374 518 EA 026 092

Murphy, Joseph
Restructuring Schools in Kentucky: Insights from Superintendents.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 94
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994). For a related document, see EA 026 093.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference

ED 374 538 EA 026 114

Perrotta, Robert A.
Litigation and Liabilities: Issues in Nonpublic Schools (Negligent Hiring and Retention and Employer Liability).
PUB DATE- Nov 93
NOTE- 14p.; Paper presented at the Annual Meeting of the National Organization on Legal Problems of Education (Philadelphia, PA, November 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Compliance (Legal); *Court Litigation; Elementary Secondary Education; Employment Interviews; *Legal Problems; *Legal Responsibility; Personnel Policy; *Personnel Selection; Private Schools; *School Personnel

The torts of negligent hiring and negligent retention occur when an employer breaches a duty in hiring or retaining an employee who is incompetent or unfit for the job to which the employee is assigned; and consequently, the actions of that employee proximately cause injuries to a third party. This paper examines legal issues regarding negligent hiring and retention and employer liability in the nonpublic schools. Following definitions of terms, the paper covers the following topics: elements of the prima facie case, respondeat superior distinguished, liability for acts outside the work day, the crux of the cause of action, the extensiveness of a background check, and limitations on liability. Theory is also applied to "Scott v. Blanchet High School." Recommendations for avoiding liability for negligent hiring or retention include: (1) any hiring protocols should include careful background checks; and (2) school administrators should develop a uniform screening/hiring procedure. Although these procedures are time-consuming, being involved in extensive judicial proceedings is even more so. (LMI)

ED 374 539 EA 026 115

Cunanan, Esmeralda S.
A Comparative Career Profile in 1985-1990 Female and Male Graduates of Educational Administration from a Midwestern Research University.
PUB DATE- Apr 94
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Career Development; *Educational Administration; Elementary Secondary Education; Employment Opportunities; Females; *Graduate Study; Management Development; Occupational Mobility; Sex Bias; *Sex Differences; Sex Discrimination; *Women Administrators

In education, women are outnumbered by men four to one at the administrative level. This paper presents findings of a study that sought to determine the association between advanced degrees in educational administration and the careers of those holding such degrees. Data were obtained from questionnaires that were mailed to a total of 210 former educational administration graduates who received degrees from a midwestern research university during 1985-90. The sample included 122

ED 374 558 EA 026 136

Re:Learning in Pennsylvania: McCaskey High School, School District of Lancaster.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 92
NOTE- 89p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Change; High Schools; *Program Implementation; *School Restructuring; State Programs; State School District Relationship
IDENTIFIERS- *Lancaster School District PA

Since 1988, considerable state and school/district energies have been devoted to implementing Re:Learning in Pennsylvania. This paper summarizes Re:Learning activities in the school district of Lancaster, in particular, McCaskey High School, which was recognized for the scope and quality of its implementation efforts. Re:Learning is a national effort to redesign the total school system. Based on Theodore Sizer's nine common principles of the Coalition of Essential Schools (CES), it reflects the belief that participants at all levels of education must be engaged in a focused and coordinated effort. Data were collected through interviews with the principal, district science program coordinator, Essential Studies (ES) teacher, higher education liaison, and eight teachers participating in program teaching teams. The school's systematic focus on modifying the curriculum as the way to bring about change was the most crucial aspect of the ES initiative. Recommendations are made to consider ways to distribute the principal's leadership responsibilities; examine the issue of shared power to determine whose needs should be represented and in what manner; address divisions between the faculty and community; involve the entire faculty; consider providing teaching teams with more formal training experiences in team building; and allocating more time for reflection. Overall, McCaskey's accomplishments were impressive. However, the issues faced by the school illustrate that major school reform, even when well-conceived and designed, is complex and problematic. Appendices contain information on McCaskey's program goals, ES proposal, curriculum design, and planning process. (LMI)

ED 374 559 EA 026 138

Riley, Kathryn A., Ed.; Nuttall, Desmond L., Ed.
Measuring Quality: Education Indicators--United Kingdom and International Perspectives.
PUB DATE- 94
NOTE- 148p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Accountability; *Educational Assessment; Educational Policy; Educational Quality; Elementary Secondary Education; *Evaluation Criteria; Evaluation Research; Foreign Countries; *Performance
IDENTIFIERS- *United Kingdom

Nationally set indicators of performance have increasingly become a medium for exercising choice and decision making in the new education market place. Contributors to this book suggest that

ED 374 577 EC 301 968

Friedman, Lee
The Work Inventory for Severely disAbled (WISd): A System for Meeting Job/Client Match and Accommodation/Redesign Diagnostic Needs for Workers with Severe Disabilities.
PUB DATE- Jun 92
NOTE- 25p.; Paper presented at the International Personnel Management Association Assessment Council Conference (Baltimore, MD, June 7-11, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adults; *Diagnostic Tests; *Disabilities; Employment Problems; Entry Workers; Job Analysis; *Job Development; *Job Skills; Labor Force; Occupational Information; Severe Disabilities; Test Reliability; Test Validity; *Vocational Evaluation
IDENTIFIERS- *Job Matching Systems; *Work Inventory for Severely disAbled

This paper outlines the increasing need for low-skilled entry level workers, documents business and industry's response to the resulting labor shortage by tapping the resources of individuals with physical and mental disabilities, and reviews problems in job placement of workers with severe disabilities. The Work Inventory for Severely disAbled (WISd) is then presented as a job analysis/worker analysis instrument that can be used to improve the worker/job fit for individuals with moderate or severe disabilities, across a diverse set of entry-level jobs. The WISd is intended to improve the level of information available to job placement personnel when attempting to make the match between an individual's skill and potential and the requirements of specific jobs. It can also be used to diagnose specific activities and working conditions in the job that warrant accommodation or job redesign. Use of the 81-item instrument involves a work site supervisor rating the extent to which each of the activities and/or working conditions pertains to the job, and supported employment staff rating the extent to which the worker is capable of performing these activities or working under these particular conditions. Discussion of the WISd's development and its validity and reliability assessment are included. (Contains 18 references.) (JDD)

ED 374 578 EC 301 969

Family-Based Practicum Experience: A Parent-Professional Partnership for Personnel Preparation.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Dec 92
NOTE- 11p.; Paper presented at the Council for Exceptional Children, Division for Early Childhood Annual International Conference (Washington, DC, December 2-6, 1992). Also produced by Parent-to-Parent of Vermont.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Disabilities; Early Childhood Education; *Early Intervention; Experiential Learning; *Family Programs; Higher

ED 374 596 EC 303 318

Loeterman, Mardi; And Others
Personal Captioning for Students with Language-Related Learning Needs.
PUB DATE- Apr 94
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *American Sign Language; *Captions; *Deafness; Demonstration Programs; Elementary Secondary Education; Language Acquisition; Language Impairments; *Learning Disabilities; Program Development; Translation; Video Equipment; *Videotape Cassettes; *Writing (Composition); Writing Exercises
IDENTIFIERS- Captioned Media; *CC School Project

The CC School project, which included 18 elementary students with deafness enrolled in the TRIPOD program within the Burbank (California) Public Schools, applied a personal video captioning technology in a workstation setting to a weekly writing experience that involved translating short American Sign Language video stories into written English captions. A typical workstation setup includes a personal computer, two video recorders, a character generator, and a video monitor. The equipment is configured to allow a student to watch a videotape, develop captions, and insert them at the appropriate place on the videotape. Students translated 40 stories over 2 academic years. The pilot project resulted in students demonstrating increases in fluency of writing and improvements in their knowledge of the structural properties of English. This led to a subsequent project in which personal captioning technology is being designed for students with different types of language-related learning needs. Six school programs (three serving students with deafness and three serving students with learning disabilities) are implementing the program to design and evaluate personal captioning experiences pertinent to the learners' needs. Goals for the 3-year project and planned activities for each of the 3 years are listed, emphasizing plans for implementing a computer communication network for electronic mail and conferencing. (Contains 10 references.) (JDD)

ED 374 597 EC 303 319

Jacaruso, Yvette C.
Training Special Education Teachers To Write Appropriate Goals and Short Term Objectives with Measurable Student Outcomes for Individualized Education Plans.
PUB DATE- 18 Feb 94
NOTE- 60p.; Ed.D. Practicum Report, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Behavioral Objectives; Compliance (Legal); *Disabilities; Elementary Secondary Education; *Individualized Education Programs; *Inservice Teacher Education; Parent Participation; Program Effectiveness; Special Education Teachers; *Student Educational Objectives
IDENTIFIERS- Blooms Taxonomy; Mager (Robert)

ED 374 616 EC 303 339

Project Application Guidelines: Education Funding for Children with Disabilities. Bulletin No. 94246.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Feb 94
NOTE- 78p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Agencies; Compliance (Legal); Costs; *Disabilities; Educational Finance; *Educational Legislation; Elementary Secondary Education; *Federal Aid; *Federal Legislation; Financial Support; Preschool Education; *Program Proposals; *Proposal Writing; Recordkeeping; Records (Forms); School Districts; Special Education
IDENTIFIERS- Elementary Secondary Education Act Title I; *Individuals with Disabilities Education Act; Preschool Grant Program; Wisconsin

These guidelines are designed to assist public agencies in Wisconsin to apply for education funding under the Individuals with Disabilities Education Act (IDEA), the Preschool Grant Program, and Public Law 89-313 (amendments to Title I of the Elementary and Secondary Education Act of 1965). After an introduction which briefly describes each of these three funding programs, specific project application guidelines are offered for the following: (1) IDEA flow-through funds; (2) IDEA discretionary projects; (3) IDEA preschool entitlements for 3-5 year olds; (4) IDEA preschool discretionary projects; (5) Public Law 89-313 local education agency transfer funds; (6) general information/procedures; and (7) directions for completing application form PI-2111. Extensive appendices include the following: a list of acronyms; Division for Handicapped Children and Pupil Services staff listing; eligible handicapped certification codes; financial management handbook excerpt; information on copyrights and record retention; procurement standards; allowable and unallowable costs; indirect cost rates; rules on obligation of funds; uniform property management standards; carry-over and excess cost rules; guidelines for distinguishing between capital/non-capital objects; sample claim form (both completed and blank); blank application form; and end of year report. (DB)

ED 374 617 EC 303 340

Edgar, Maggie; Uhl, Monica
National Respite Guidelines: Respite Services for Families of Children with Disabilities, Chronic and Terminal Illnesses, and Children at Risk of Abuse or Neglect.
SPONS. AGENCY- Children's Bureau (DHHS/OHS), Washington, DC.; North Carolina State Dept. of Human Resources, Raleigh. Div. of Mental Health, Mental Retardation and Substance Abuse Services.
PUB DATE- Jun 94
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

ED 374 635 EC 303 360

Coon, Stephanie M.; Keyes, Denis W.
Attitudes and Opinions of Preservice Professionals: Withholding Life-Sustaining Treatment from Infants with Severe Disabilities.
PUB DATE- 2 Jun 94
NOTE- 55p.; Paper presented at the Annual Meeting of the American Association on Mental Retardation (118th, Boston, MA, May 31-June 4, 1994).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Attitudes; *Bioethics; College Students; *Education Majors; Elementary Secondary Education; Ethics; *Health Personnel; Higher Education; Infants; *Medical Services; Nurses; Opinions; Premedical Students; *Severe Disabilities; Special Education; Student Attitudes; Undergraduate Study
IDENTIFIERS- *Euthanasia

This study compares attitudes and opinions of premedical, nursing, regular education, and special education undergraduate students regarding whether life-sustaining treatment should be withheld from newborns with severe disabilities. The paper begins with a review of the literature, which reveals that the amount of experience an individual has with people having disabilities may influence the individual to recommend providing life-sustaining medical treatment, that it may be rare for pediatricians to have any professional experience with individuals having severe disabilities, that special educators were less likely than regular educators to recommend withholding maximum medical treatment, and that the legal decision to administer life-sustaining treatment is left to the individual states. A survey of 131 undergraduate students enrolled at the College of Charleston (South Carolina) or the Medical University of South Carolina is then reported. Results indicate that statistically significant differences among various academic majors occur when comparing views on withholding life-sustaining treatment. Attitudes were affected by choice of major, by experience with individuals having disabilities, and by subject age, but not by gender. Appendices contain a copy of the survey instrument and statistical data. (Contains 22 references.) (JDD)

ED 374 636 EC 303 361

The Forum, Volume 19. Numbers 1-4.
PUB DATE- 94
NOTE- 126p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Academic Achievement; Acquired Immune Deficiency Syndrome; *Augmentative and Alternative Communication; Autism; Behavior Modification; Bilingual Education; Delivery Systems; *Disabilities; Elementary Secondary Education; Limited English Speaking; *Mainstreaming; Models; Social Integration
IDENTIFIERS- *Facilitated Communication; *Inclusive Schools; Teacher Collaboration; Ventilator Dependence

Four issues of "The Forum," a publication of the New York State Federation of Chapters of the Council for Exceptional Children (CEC), contain the following major articles: "Integration, Mainstreaming or Inclusion...Who's On First?" (Tim Knoster);

ED 374 656 FL 022 251

Rennie, Lisa Joanne
Living and Working in Japan: A Study of American English Teachers.
PUB DATE- Aug 93
NOTE- 88p.; Master's Thesis, School for International Training, Brattleboro, Vermont.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Acculturation; Adjustment (to Environment); Cultural Awareness; Cultural Context; *Culture Conflict; Elementary Secondary Education; *English (Second Language); Foreign Countries; Higher Education; Japanese; *Language Attitudes; *Language Teachers; *Teacher Attitudes; *Teacher Motivation; Work Attitudes; Work Environment
IDENTIFIERS- *Japan

A study investigated the motivation and perceptions of 16 Americans teaching English as a Second Language in Japan. Data were gathered by oral interview, and the questions asked focused on: initial motivation for coming to Japan; motivation to extend the length of stay; proficiency in Japanese at the beginning of the stay and currently; reasons for studying or not studying Japanese; working conditions and attitudes; lifestyle outside work and satisfaction with this aspect of life; attitudes toward Japan and the Japanese; cultural adaptation strategies, or strategies for existing without significant adaptation; feelings about one's role as a foreigner in Japanese society; and reactions to the strategies, attitudes, and behaviors of other foreigners living in Japan. The research was not quantitative, but trends emerged among interviewees. Responses are summarized and illustrated with comments and stories told by the interviewees. Overall, it was found that most were relatively satisfied with their situations, and that factors unrelated to Japan or Japanese culture were often most significant in determining satisfaction. The interview questionnaires, some culture-related quotations, and brief reference lists are appended. (MSE)

ED 374 657 FL 022 273

Tabbert, Russell
Language Authority in America: In Grammar and Webster We Trust.
PUB DATE- 94
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Definitions; Descriptive Linguistics; Diachronic Linguistics; *Dictionaries; *English; *Error Correction; *Grammar; *Grammatical Acceptability; Language Patterns; Language Usage; *Language Variation; North American English; Reference Materials; Standard Spoken Usage; Trend Analysis

The choice of a reliable authority for use in decisions of grammatical acceptability in English is discussed. It is argued that commonly-heard "rules" of English grammar offer advice that is either prescriptive or proscriptive, not descriptive, and often based on inaccuracies or flawed linguistic analyses. This is illustrated in the case of adverbs with the suffix "-ly." Arguments for use of such rules include the prediction return throughout their lives. Lifelong learning must become a way of life for the workers of the present and the future. (KC)

ED 374 207 CE 066 832

Aiming for Excellence: A World-Class Workforce, a World-Class Economy.
PUB DATE- Apr 94
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Economic Development; Educational Policy; *Government School Relationship; Information Dissemination; Job Skills; *Labor Force Development; *Partnerships in Education; Program Improvement; Public Policy; Resource Allocation; *Retraining; Skill Development; State Action; *State Programs; Vocational Education
IDENTIFIERS- *Competitiveness; *New York

A task force examined New York State's role in providing resources and information to employers desiring to upgrade the skills of their current workers. The following were the task force's 12 major findings: (1) upgrading the skills of New York's existing work force is vital to the state's economic future; (2) all workers need opportunities for training and retraining; (3) State policy and investments in upgrading skills should help discourage low wage strategies for economic competitiveness; (4) the state must encourage employer investment in current workers's skills; (5) the current level of knowledge about world class work organizations and worker skills is inadequate; (6) the state has a shared responsibility with employers, labor unions, and workers to develop those skills that could lead to higher work force productivity and performance; (7) few employers have made skill upgrading a priority; (8) encouraging employers and workers to adopt higher skill levels will have long-term benefits for the state's economy; (9) New York should take steps to ensure that a comprehensive network of services is in place and easily accessible; (10) an objective set of standards based on workplace competencies will ensure consistent service delivery; (11) New York's existing programs for funding skill upgrade training should be expanded and redirected; and (12) a range of funding options and incentives is needed. (The bibliography contains 21 references. Appended are descriptions of 16 Department of Economic Development programs and 28 recommendations for state actions regarding job training.) (MN)

ED 374 208 CE 066 992

Bartlett, Carol
Seeing: Gender and Literacy.
PUB DATE- 94
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- *Academic Achievement; *Academic Persistence; Adult Basic Education; *Adult Literacy; *Behavior Patterns; Cognitive Style; *Literacy Education; *Sex Differences; Student Motivation

Observations are offered regarding differences between the academic persistence, academic achievement, and general learning behaviors of male and female students in job skills classes for physical plant and security employees at a state university. Greater numbers of women tended to enroll in and

Implementation; State Programs; *Systems Development; *Welfare Recipients
IDENTIFIERS- Aid to Families with Dependent Children; *Job Opportunities and Basic Skills Program

A study examined states' development of automated systems for the Job Opportunities and Basic Skills (JOBS) program administered by the states, with the Administration for Children and Families (ACF) responsible for program oversight and direction. Results indicated that ACF had not provided direction and focus in its systems development guidance to help states develop automated information systems that effectively support the basic JOBS program objective--helping welfare clients become employed. ACF's system development guidance instead focused merely on requirements for data collection and reporting on people in the program. Officials from all six states visited said that accessibility to a listing of available jobs or information on the kinds of jobs needed in the community would help caseworkers provide greater assistance to clients by helping them find jobs or tailoring a training program to increase their marketability. They did not design their systems to provide this information because they were concerned solely with meeting the federal requirements provided by ACF. Most of the 53 states and territories had automated JOBS information systems that were either operational or under development. The kind of system and degree of automation varied by state. Almost half of the states' systems did not collect all the data or have all the functions required by ACF. (Appendixes include a summary of questionnaire results and comments from the U.S. Department of Health and Human Services.) (YLB)

ED 374 227 CE 067 123

McCluskey, Cal; And Others
Strategy Plan for Training Personnel in BLM's Wildlife, Fisheries, and Special Status Plants Program. Fish and Wildlife 2000. National Strategy Plan Series.
PUB DATE- Jul 93
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; Career Development; *Fisheries; Land Use; *Staff Development; *Strategic Planning; Training; Wildlife; *Wildlife Management

This strategy plan for training personnel addresses the goals, objectives, and recommended strategies for managing human resources development within the Wildlife, Fisheries, and Special Status Plants Program. It provides a justification for developing human resource programs to maintain a motivated, energetic workforce; goals and objectives of the plan and background on training are presented. It describes five categories of training: orientation, entry level, advanced professional, career/professional development, and mandated. Two types of training delivery methods are detailed: formal and informal. A two-part employee development model is presented. The final section contains recommended strategies that have been developed to meet the current and future training needs of wildlife/fisheries professionals. A brief background statement precedes each strategy recommendation. The recommended strategies are divided into these categories: training delivery, training evaluation, current and future training needs, competency models, and coordination. Appendixes include the following: Bureau of Land Management's Career Development completed a questionnaire on current marketing practice. Other activities included focus groups and interviews with students and members of the general public and a postal survey of employers to assess the relevance and value of information to users and potential users of further education, examining how promotional material and marketing strategies affected users' and potential users' perceptions of further education, and examining the effectiveness of marketing strategies on the marketplace. Findings indicated that marketing plans were often not based on an assessment of client needs or of internal strengths or weaknesses. There was little evidence of close liaison between colleges' marketing personnel and other key management functions. Only seven colleges had marketing information systems fully in place. Only 37 percent monitored effectiveness of promotions. There was a relatively high level of communication between colleges and employers. The main channel of communication with the public was the local press (64%) followed by TV advertising (40%). The public thought colleges had changed a great deal. They felt that colleges were more modern and innovative; the staff cared about the students; and lecturers ensured the right course of study for the student. The most important factors for employers when choosing a training provider were quality of staff and their understanding of business needs. Most colleges expected further development of their marketing function in the next 2 years. (YLB)

ED 374 247 CE 067 153

Inger, Morton
Healthcare: A Lesson in Benchmarking for Educators.
SPONS. AGENCY- Ford Foundation, New York, N.Y.; National Center for Research in Vocational Education, Berkeley, CA.; Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Oct 93
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Cost Effectiveness; Demonstration Programs; *Educational Change; *Educational Improvement; Health Services; *Helping Relationship; *Hospitals; Information Dissemination; Information Transfer; Innovation; *Organizational Change; *Organizational Effectiveness; Program Effectiveness; Self Evaluation (Groups)
IDENTIFIERS- *Benchmarking

Hospitals--the most costly segment of the health care system--are beginning to use benchmarking to discover how other hospitals and businesses have developed cost-cutting and time-saving ways of doing things. Benchmarking is a sophisticated, multifaceted procedure, usually conducted by teams, for identifying and adapting best-in-class practices. Benchmarking involves the following steps: defining one's own key processes and understanding how they work, selecting the processes most suited to benchmarking, developing measures of quality, identifying the best organizations with which to benchmark, and implementing the best of the best by modifying processes and testing the results. Groups of hospitals have used benchmarking to improve several areas: the quality of administrative and financial services, the quality of records management, the quality of admissions and related processes, the quality of emergency services, and health care itself. Educators can look at health care benchmarking practices and adapt the process to their own needs in their schools and school systems. (YLB) can be asked about the possibility of this approach making things worse for disadvantaged youth, but some proponents that they could not be any worse off than with the "no-track--no career" approach common now. Any career prep approach would require sound grounding in basic skills for all children and a better defined pathway to well-paying jobs. Among the pitfalls of this approach is the possibility that even if youth benefit from better career preparation, there still may not be jobs for them to put the skills to work. These questions must be further researched. (Contains 46 references.) (KC)

ED 374 265 CE 067 188

Hamilton, Stephen F.; Hamilton, Mary Agnes
Opening Career Paths for Youth: What Can Be Done? Who Can Do It?
PUB DATE- 94
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Apprenticeships; Career Development; *Education Work Relationship; *Employment Opportunities; Federal Legislation; High School Graduates; *Institutional Cooperation; *Noncollege Bound Students; Postsecondary Education; *Program Development; Secondary Education
IDENTIFIERS- *School to Work Opportunities Act 1994

Youth jobs can serve as an introduction to employment, but few jobs for young adults in their 20s make use of their skills. Young people will be motivated to succeed in school only when they can find employment in jobs that pay well above minimum wage and provide benefits, security, and opportunities for advancement. In order to improve the prospects of youth, a career opportunity system is needed. Work-based learning is at the core of an effective career opportunity system, and youth apprenticeship is the most highly developed form of work-based learning. Tech prep is another means of relating school to employment, and cooperative education is a related approach. The challenge is for all educators and employers to bring existing components together as a coherent whole that serves the needs of all young people. The components of a career opportunity system should include the following: career information and advising, high academic standards for all, career majors and career academies, and work-based learning. Partnerships must be formed among schools, employers, government, the community, students, and parents, with defined responsibilities for each partner. An organizing mechanism is needed to provide overall support and coordination for the system. The School-to-Work Opportunities Act provides a basis but not a blueprint for starting a career opportunity system for noncollege-bound youths. (Contains 30 references.) (KC)

ED 374 266 CE 067 192

Marketing Your Programs Grassroots Style.
PUB DATE- 94
NOTE- 78p.; Printed on colored paper.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adult Education; Adult Programs; *Community

*Literacy Education; *Paragraph Composition; *Technical Writing; Trade and Industrial Education; Writing Skills
IDENTIFIERS- *ABCs of Construction Project; Workplace Literacy

Developed as part of the ABCs of Construction National Workplace Literacy Project, these instructional modules are designed to help low-level readers develop paragraph composition skills. The first module is a list of 10 topics about which students are daily to write several paragraphs related to their craft. The second module consists of 10 frames. Each frame contains a paragraph consisting of open-ended sentences along with instructions for students to complete each of the sentences and recopy the completed paragraph into their notebooks. The paragraphs deal with the following work- and training-related topics: my job, work and school, classroom preparation, asking questions in class, classroom behavior, planning time at work and school, answering questions in class, active listening, listening to myself, and listening problems. (MN)

ED 374 283   CE 067 221

Atkinson, Rhonda; And Others
Improving Listening Skills: Hazards Communication. Listening Skills: Portable Fire Extinguishers.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 31 Dec 93
NOTE- 47p.; For documents related to this project, see CE 067 219-251. Videos not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Basic Education; Behavioral Objectives; Content Area Reading; Hazardous Materials; Learning Activities; Learning Modules; *Listening Skills; *Literacy Education; *Occupational Safety and Health; Trade and Industrial Education; *Vocabulary Development
IDENTIFIERS- *ABCs of Construction Project; Fire Extinguishers; Workplace Literacy

Developed as part of the ABCs of Construction National Workplace Literacy Project, these modules contain materials for improving listening skills that are designed to be used in conjunction with a commercial training video in a required 8-hour Occupational Safety and Health Administration safety course. The first module, which is designed to prepare students to view a video on hazard communication, contains the following: a viewing/study guide to help students identify words and ideas from the video, a word list, material on the concept of main ideas and ways in which they may be organized, fill-in-the-blank exercises on topics covered in the hazard communication video, and information/exercises dealing with drawing conclusions. Included in the second module, which contains materials designed to prepare students to view a video on portable fire extinguishers, are the following: a list of pertinent vocabulary, material on the concept of main ideas and ways in which they are organized, reading materials covering the main topics covered in the video, and a viewing/study guide to help students identify important words and ideas from the video. (MN)

ED 374 284   CE 067 222

Atkinson, Rhonda; And Others
Study Skills. Test Taking.

Reading Diagrams. Pipefitter.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 92
NOTE- 76p.; For documents related to this project, see CE 067 219-251.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Basic Skills; Behavioral Objectives; Building Trades; Competency Based Education; *Diagrams; Individualized Instruction; Job Skills; Learning Activities; Lesson Plans; *Literacy Education; Mathematics Instruction; Mathematics Skills; *Plumbing; Problem Solving; *Reading Skills; Trade and Industrial Education; Word Problems (Mathematics)
IDENTIFIERS- *ABCs of Construction Project; *Pipe Fitters; Workplace Literacy

Developed by the ABCs of Construction National Workplace Literacy Project, these curriculum materials for the occupational area of pipefitting contain a lesson that deals with reading diagrams. The lesson consists of an objective, instruction, and 10 exercises. Three types of problems are provided in each exercise: "try it," "apply it," and "go with it." The objective for the lesson is for the student to learn to locate and apply information from a diagram. (YLB)

ED 374 308 CE 067 246

Solving Problems with Charts & Tables. Pipefitter.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 92
NOTE- 60p.; For documents related to this project, see CE 067 219-251. For the companion manual, see CE 067 244.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; Behavioral Objectives; Building Trades; *Charts; Learning Activities; Learning Modules; Literacy Education; Mathematics Skills; *Numeracy; Plumbing; *Problem Solving; *Tables (Data); Trade and Industrial Education
IDENTIFIERS- *ABCs of Construction Project; *Pipe Fitters; Workplace Literacy

Developed as part of the ABCs of Construction National Workplace Literacy Project, this instructional module is designed to help individuals employed as pipefitters learn to solve problems with charts and tables. Outlined in the first section is a five-step procedure for solving problems involving tables and/or charts: identifying the question to be answered, deciding which operations to use, determining the information needed from the chart, plugging the information into the selected operations, and working the problem. The remainder of the module consists of seven sections that each begin with a table/chart and 10 problems based on the information contained in it. The problems are related to the following pipe fitting-related tasks/topics: stacking and determining pipe diameters, rated capacities for slings, pipe wall thicknesses, and required sizes of concrete

NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- *Educational Attitudes; *Educational Needs; *Employer Attitudes; Postsecondary Education; *Program Improvement; Secondary Education; Statewide Planning; Technical Education; *Vocational Education
IDENTIFIERS- *Montana

The Montana Council on Vocational Education conducted a business and industry survey in February 1993 to recommend initiatives and methods the private sector could undertake to assist in the modernization of vocational education programs. A representative sample of the various types and sizes of Montana businesses were selected. Surveys were mailed to the following: chambers of commerce and Job Service Offices (n=17, 41 percent return); vocational-technical administrators, students, and others involved with education in Montana (n=83, 61 percent return); and business, industry, and labor (n=300, 18 percent return). Survey respondents noted that vocational-technical education programs are stereotyped as less desirable paths to careers. In view of this respondents thought that this image should be dispelled, because vocational-technical education can actually lead to rewarding careers. Respondents agreed that those employers who use vocational-technical programs to find employees are well satisfied, but that many employers do not consider using this source for new employees. Survey respondents frequently mentioned the need for marketing vocational education programs. All of Montana's postsecondary vocational-technical programs offer job training for businesses, but only 14 percent of businesses use the system for retraining their employees. Employers liked vocational student organizations for their leadership-training roles. Employers were willing to engage in education/business partnerships and to donate equipment. The tech prep initiative recently implemented in the state is valued by business respondents. Recommendations included the following: increasing communication about the vocational education program, providing real-world work experience for vocational students, changing the curriculum to meet current needs, and marketing vocational-technical education. (KC)

ED 374 328 CE 067 284

Medrich, Elliott A.; And Others
Vocational Education in G-7 Countries: Profiles and Data. Research and Development Report.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Sep 94
NOTE- 137p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- Comparative Analysis; *Comparative Education; Developed Nations; Foreign Countries; Job Skills; *Job Training; Labor Market; Postsecondary Education; Program Effectiveness; *Program Evaluation; Secondary Education; *Vocational Education
IDENTIFIERS- Canada; France; Germany; Italy; Japan; United Kingdom; United States

This report examines data and data quality on vocational publications, packets, and kits; and (5) funding for the projects was stabilized though several major contributors. The study concluded that the experience of the year's projects offers valuable lessons for moving from awareness-raising to action to reach a goal of world literacy. (The book includes 14 appendixes consisting of the documents from the ILY campaign, case studies, questionnaires, and research reports.) (KC)

ED 374 346 CE 067 341

Bottoms, Gene
Redesigning and Refocusing High School Vocational Studies. Blending Academic and Vocational Education, Connecting the School Site to the Worksite, and Linking Secondary and Postsecondary Education.
PUB DATE- 93
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Education; *Apprenticeships; Articulation (Education); Coordination; Curriculum Development; *Educational Change; Educational Cooperation; Educational Improvement; *Educational Quality; High Schools; *Integrated Curriculum; School Business Relationship; Standards; *Vocational Education; Work Experience Programs
IDENTIFIERS- *High Schools that Work

The Southern Regional Education Board-State Vocational Education Consortium conducted a Fall 1992 forum as part of ongoing staff development for High Schools that Work leaders. It was devoted to the changing nature of the workplace and the need for upgraded standards of what to teach and what to expect of students in high school vocational courses. The keynote speech (Anthony Carnevale) described how international competition was changing the workplace and emphasized that more and more workers were required to possess broad skills. Increasingly, rank-and-file employees were called on to identify and solve problems, make decisions, negotiate, and learn new tasks. State and school leaders described efforts to work with employers to develop youth apprenticeship programs and ways to combine the apprenticeship initiative with the High Schools that Work program. Business, industry, and school leaders told about using standards developed cooperatively by employers and educators to modernize and upgrade the quality of vocational courses. Educational innovators described organization of academy or school-within-a-school efforts to involve employers in creating an integrated program of high-status vocational and academic studies using school and worksite settings. School leaders and teachers shared information on new and revised vocational courses that required students to use higher-level academic and technical content. (YLB)

ED 374 347 CE 067 342

Bishop, John
The Impact of High School Vocational Education: A Review with Recommendations for Improvement.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 87
NOTE- 60p.

whether the observed differences are causes, correlates, or consequences of the victimization experience. This paper reports on a longitudinal research design in which college women were surveyed upon entry into their first year of college and then again at the end of their first year. Findings show that victims of first-year college sexual assault were more depressed and tested lower on general psychological well-being scales than non-victims. Furthermore, victims reported greater use of intoxicants and a greater number of dating partners than non-victims. Victims appeared to have a more negative self-image than non-victims, seeing themselves as more compliant and less instrumental. They also were the most rejecting of traditional gender attitudes, whereas victims of verbal coercion and non-victims were the most accepting of such roles. When considering victims' backgrounds, it seems that childhood experiences with family violence and sexual abuse, combined with adolescent sexual victimization, made some women at greater risk than others for sexual victimization. (RJM)

ED 374 364 CG 025 595

Griffin, Wayne D.
Cognitive Factors Associated with Depression in a Comparison Study of Helping Professionals.
PUB DATE- 94
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Attitudes; Beliefs; *Clergy; Cognitive Mapping; Cognitive Psychology; Counselor Attitudes; Counselors; *Depression (Psychology); Emotional Problems; *Mental Health Workers; Psychologists
IDENTIFIERS- Center for Epidemiologic Studies Depression Scale; Dysfunctional Behavior

This study investigated the influence of specific cognitive factors believed associated with the onset and maintenance of depression. Of specific interest was the relationship of dysfunctional attitudes to levels of depression in a comparison of two research populations of helping professionals: Presbyterian Church (USA) clergy and mental health professionals. Data from 515 respondents (51.5 percent clergy, 54.2 percent female) were utilized in regression analysis procedures. Results of the data analysis confirmed a positive, directional association between the level of dysfunctional attitudes and level of depression. The presence and persistence of these dysfunctional attitudes evidently heightened the development of symptoms associated with depression. This finding emphasizes the importance of attending to the influence of cognitive features in personal and professional life. The results do not support the idea that a significant pattern of cognitive resistance to depression was present by virtue of membership in the clergy sample. Test scores indicated that clergy members were at greater risk for symptoms associated with depression than their counselor counterparts. Further study is needed to explore those variables which may increase the efficiency of belief systems as coping mechanisms and thereby reduce the effect of underlying attitudes which predispose a person to depression. (Contains 48 references.) (RJM)

ED 374 365 CG 025 596

Kurtz, Linda; And Others

one such program called a Student Assistance Program (SAP). SAPs were initially designed to intervene with chemically-dependent high school students, but more recently, SAPs have begun assisting students who are at-risk for academic failure. Two broad organizational models of SAP services exist: the Core Team (CT) model and the Counselor (CN) model. In the CT model, the SAP staff members are organic to the school, whereas with the CN model, key SAP staff members come from outside agencies. Research on SAPs remains sparse and the dearth of quality process evaluations is a pressing concern. Implementation of SAPs should progress logically and include needs assessment, community advisory groups, and comprehensive inservices for school personnel. Schools have reported varying degrees of success for their SAPs; some general improvements for SAPs include awareness programs for parents and students, after-school programs, and referral monitoring. The paper closes with seven suggestions for counselors who are planning or are engaged in SAP work. Contains 22 references. (RJM)

ED 374 385 CG 025 772

Godbold, Laura H.
Middle School Guidance Counselors: Are There Enough?
PUB DATE- 9 May 94
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adolescents; Counseling Theories; *Counselor Attitudes; *Counselor Client Ratio; Faculty Workload; Intermediate Grades; Junior High Schools; *Middle Schools; School Counseling; *School Counselors; School Guidance; *Student Needs
IDENTIFIERS- Albermarle County Public Schools VA; Charlottesville City School District VA

An increasing number of children face deteriorating family bonds, out-of-wedlock births, lack of shelter, pregnancy, abortion, and drug or alcohol related crimes. When schools fail to address the immediate family and social needs of students, learning for these students becomes difficult and relatively unimportant. This study promotes the importance and usefulness of middle school guidance counselors in addressing these social problems. Six middle school counselors were interviewed using a semi-structured format and then the varying student/counselor ratios and the demographics of each counselor's school were incorporated into the responses. Results indicate that the amount of paperwork involved in testing and registration procedures and the high student to counselor ratios left counselors under significant time constraints. These demands prevented counselors from meeting the personal needs of all their students. Understaffed guidance departments should be supplied with paraprofessionals who would handle the testing procedures and reduce the counselor's amount of paperwork. The paper also lists interviewees' advice and suggestions for their colleagues. (RJM)

ED 374 386 CG 025 773

Lu, Weichen V.
Parental Attitudes toward Sex Education for Young Children in Taiwan.
PUB DATE- 1 May 94
NOTE- 61p.

A study examined the role of science texts in classrooms and sought to determine how cognition, attitude/motivation, and socioeconomics affect conceptual change learning from texts in those classrooms. Subjects were students in three high-school science classes, one at each level of instruction: general, regular, and advanced. The classrooms were at a school in a university community located in the southeastern United States, and the instructors were experienced in teaching science. Researchers observed classes and documented classroom procedures in field notes and on videotapes. Results indicated that, although students and teachers rated texts negatively, and texts appeared to be ineffective in bringing about conceptual change, texts did play a central role in instruction. Teachers based lectures and labs on texts, and in some cases, used texts as confirmation of information gained from lectures and labs. Findings suggest that the relevance of physics to career goals might be the most important factor in students' willingness to learn counterintuitive concepts in physics. (Contains 34 references and three tables of data.) (Author/RS)

ED 374 405 CS 011 834

Bruce, Bertram C.; Davidson, Judith
An Inquiry Model for Literacy across the Curriculum. Technical Report No. 598.
PUB DATE- Sep 94
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Case Studies; Curriculum Problems; Curriculum Research; Elementary Education; *Elementary School Curriculum; *Literacy; *Models; Reading Instruction; Writing Instruction
IDENTIFIERS- *Literacy Across the Curriculum

This report explores three models for the relation of literacy to larger curricular concerns: a Skills Model, an Instrumental Model, and an Inquiry Model. The paper suggests that after two decades of intense research on reading, a number of teachers and researchers are beginning to ask whether a narrow focus on reading distorts the view of learning and whether a curriculum centered on reading constrains what can be done in the classroom. Because of these concerns many educators have turned to literacy-across-the-curriculum approaches. The paper explores in some depth the Inquiry Model's conception of the role of reading and writing within learning. A possible realization of the model presented in the paper is suggested through a detailed look at one class in an undergraduate preservice teacher preparation program. Contains 44 references, 4 notes, and 5 figures illustrating various models of learning.) (RS)

ED 374 406 CS 011 835

Thompson, David R.
The Human-Computer Interface and the Newspaper of the Future: Some Cognitive Effects of Modality and Story Type on Reading Time and Memory.
PUB DATE- Jul 94
NOTE- 28p.; Paper presented at the Annual Meeting of the International Communication Association (44th, Sydney, New South Wales, Australia, July 11-15, 1994).
LANGUAGE- English

*University of Hawaii Hilo

Because of her unfamiliarity with the culture, an experienced creative writing instructor in her first year of teaching on the big island of Hawaii decided to use the standard writing workshop model. The University of Hawaii Hilo draws a diverse mix of students, returning students, and local students who speak Creole. Some students were uncertain if their dialect was appropriate for the classroom, some were taught not to speak until spoken to, some do not relate to the idea of the individual taking responsibility for the creative work they do, and some from oral cultures were suspicious of writing. The language of many of the local students was infused with metaphor, local language, and poetry. The richness of their language sometimes makes it difficult as a reader to know whether a given piece of writing counts as creative writing. The instructor conducted a pilot study in which members of the English department and creative writing and advanced composition students responded to questions concerning the line between creative writing and expository writing. Faculty members defined the distinctions between the two types of writing and offered no metaphors for the distinction. Students were less genteel in their definitions but offered many metaphors. As classrooms become more culturally diverse, educators can no longer make assumptions about what is being said, heard, or written. (RS)

ED 374 425 CS 214 485

O'Neil, John

Rewriting the Book on Literature--Changes Sought in How Literature Is Taught, What Students Read.

PUB DATE- Jun 94

NOTE- 9p.; Photographs will not copy clearly.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Journal Articles (080)

DESCRIPTORS- Curriculum Enrichment; *Educational Innovation; *Elementary Secondary Education; Integrated Curriculum; Reader Response; *Reading Material Selection; Student Needs; Theory Practice Relationship; Whole Language Approach

IDENTIFIERS- Trade Books

This article reports that curriculum experts see some slow but significant shifts in thinking regarding the role of literature in the K-12 curriculum. The article first discusses changes in elementary classrooms, such as the use of "real" literature in the form of trade books. Also considered is the call for new basal readers or content changes in older readers to reflect new views on the teaching of reading, such as the whole language approach. California has been successful in using literature throughout the curriculum. A continuing trend at all levels of education--elementary, middle, and secondary--is to broaden the scope of the literature curriculum to reflect diverse points of view (especially multicultural) and more contemporary offerings. One of the reasons for making a broader range of literature available to students is to increase the chance that they will "engage" or "connect" with the literature. This is an outgrowth of the widespread interest among teachers in reader response theory. Teachers have taken an eclectic path regarding the teaching of literature: organizing the curriculum around traditional genres, chronologies, or themes; using reader response techniques to foster student involvement; and relying on traditional techniques for studying individual texts. The article quotes Arthur Applebee, who calls for a well articulated, overall

Winterowd, a "spokesperson" for social-epistemic rhetoric, makes distinctions between the two camps, maintaining a discursive dichotomy between what he calls the New Rhetoricians or collectivist rhetoricians and the Romantic Idealists or individualist rhetoricians, like Donald Murray, Ken Macrorie, and Peter Elbow. In Winterowd's view, Romantics view writing as "making" something, while New Rhetoricians see writing as "doing" something. "Doing" implies that communication and community are more central, since "convincing, elating, informing" are actions directed toward an audience. Winterowd faults the Romantics for their individualistic orientation, their investment in truth and honesty apart from human community, and their solipsism. Feminist readings, however, suggest that these two camps need not necessarily be opposed. Feminists argue that men have historically oppressed women by purifying male interests, considering male interests "transcendent," while female interests are "silly" or "impure" because they are myopic. Winterowd's desire to theorize rhetoric is also the desire to purify, to avoid being polluted by the "messy" expressionists. Feminists assert that social and individual worlds are inextricably bound--thus, they use personal writing to serve as an avenue for inquiry into the ideological constructs of self in relation to other. This ideology suggests that the two rhetorics can be seen as continuous rather than opposed. (Contains 20 references.) (NKA)

ED 374 443   CS 214 516

Emmel, Barbara A.
Evidence as a Stage of Knowing in Composition.
PUB DATE- Mar 94
NOTE- 24p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (45th, Nashville, TN, March 16-19, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Epistemology; Higher Education; *Methods; *Writing (Composition); *Writing Instruction; Writing Processes
IDENTIFIERS- Composition Theory; *Evidence; *Prown (Jules)

The study of composition is in need of a methodology to teach students about the creation of evidence and the epistemological role that it plays in all writing. For many students "evidence" is an absolute, an assortment of facts found in encyclopedias, graphs, tables, census studies, surveys, almanacs, and so on. For most instructors, however, the term "evidence" connotes a process by which certain conclusions are reached. The theory of art historian Jules Prown offers one means of thinking about evidence as process. Prowns's methodolgy is divided into three consecutive inquiry stages centered around an object or painting: a descriptive stage in which observations are made; a deductive stage in which initial realizations, ideas, conclusions and insights are formed; and a speculative stage in which the former deductions are shaped into a whole and the question of "so what?" is entertained. By moving through levels of inquiry in these three stages, Prown has created a set of epistemological moves in which each stage of thought--each an end it itself--becomes evidence for the next stage. An examination of George Stubbs' "The Reapers" illustrates the importance of each of these stages Prown proposes. The point is not to import Prown theory into the classroom but to learn from its implications: surprisingly little attention has been paid, not only by composition scholars but by scholars from all

Legislators

A survey of 22 state legislators nationwide investigated what attitudes or characteristics distinguish successful from unsuccessful legislators in their attempts to pass free press legislation for high school journalists. Seven legislators successful in passing such legislation were asked 20 questions by phone. Surveys were also mailed to 28 unsuccessful legislators; 15 were returned. Results made two demographic distinctions between (1) those legislators supporting free press legislation and those not supporting it; and (2) those successful in supporting it and those not successful. The first set of results showed that supporters were disproportionately educated, members of the Democratic party, and women. Over half had teaching experience and experience as a high school journalist. The second set of results showed that those who were successful considered this legislation to be more important than other legislation; telephone interviews strongly suggested that successful supporters seemed to be more personally committed. Based on data from this study, the ideal legislative sponsor might have some of the following characteristics: personal experience with journalism; experience as an educator; accurate knowledge of high school journalism; ability to cross party lines; and experience as a legislator (someone with "clout"). Further research could determine how students, teachers, and administrators have helped to pass free press legislation. (Contains four tables of data, 24 references, and appendixes with the phone questionnaire and the mail survey.) (TB)

ED 374 461 CS 214 538

Stewart, Richard D.
The Spiritual Traditions of the East: A Bibliography for Elementary and Middle School Teachers.
PUB DATE- 94
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Childrens Literature; Cultural Context; Elementary Education; Elementary School Teachers; *Holistic Approach; Intercultural Communication; Junior High Schools; Middle Schools; Multicultural Education; *Non Western Civilization; *Religious Cultural Groups; Secondary School Teachers; *Thematic Approach
IDENTIFIERS- *Multicultural Materials; Religious Practices; Spiritual Development; *Spirituality; Trade Books

Designed to enhance curriculum building for educators who wish to introduce into their classrooms some ideas about Asian philosophy and spirituality, this annotated bibliography centers on Eastern traditions emphasizing holistic or universal consciousness. The bibliography of multicultural literature highlighting holism in the writings of Eastern and Western spirituality presents an alternative to the longstanding trend toward dualistic Anglo-European cultural hegemony in Western education and offers a fresh perspective for interested teachers. Listings are categorized as fiction or nonfiction, with critical discussions of books and materials, and recommendations for classroom use. The six books listed under "fiction" were published between 1955 and 1991. The 11 books listed under "nonfiction" were published between 1977 and 1990. The themes presented in the bibliography can be included in units addressing holistic awareness, respect and compassion for others, environmental preservation through oneness with nature, administrators of institutions offering course or degrees in communication. Response rate was 79% or 246 questionnaires returned. Of the respondents, 53 institutions reported an emphasis on mass media studies; 82 institutions reported a speech communication emphasis. A combined mass media/speech communication study was reported by 105 administrators. Most responses came from administrators in public institutions, and programs were generally reported to be small. Enrollments are expected to increase in the near future, and most institutions also expect some faculty retirements in the next five years. Doctoral degrees are the rule for new hires, and "on-the-job" experience is also preferred. Research experience and publication are additional qualifications. The most striking finding is that there may well be a shortage of qualified faculty candidates in the coming years combined with rising enrollments. Perhaps the Ph.D. process needs to be evaluated to improve current completion rates. (Contains 7 tables of data and 20 notes.) (NKA)

ED 374 480 CS 508 691

Herling, Thomas J.
Resistance to the Adoption of Computer Communication Technology by Communication Faculty.
PUB DATE- Aug 94
NOTE- 24p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (77th, Atlanta, GA, August 10-13, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Communication Research; Computer Uses in Education; Databases; *Electronic Mail; Higher Education; *Online Systems; *Resistance to Change; Sex Differences; *Teacher Attitudes
IDENTIFIERS- *Faculty Attitudes; Teacher Surveys

A study examined adoption of computer communication technology by communication faculty in a sample of schools of communication in which online database services and electronic mail were made available to individual faculty members without cost or access barriers. A mail survey sent to 178 faculty at 10 institutions was returned by 115 faculty, for a return rate of 64.6%. Results indicated that: (1) only a little more than half of the respondents reported using the computer services (Mead Data Central's Lexis/Nexis full-text database service) or electronic mail; (2) neither gender nor age nor availability of a computer at the workplace were related to computer use; and (3) almost all of the professors said they used a personal computer for some purpose, mostly word processing. Results also indicated that a scale based on S. Ram's Model of Innovation Resistance predicted usage of Lexis/Nexis. (Contains 39 notes and four tables of data.) (RS)

ED 374 481 CS 508 692

Hughes, Michael F.
Crisis in Our Schools: The Legitimacy of Catholic Schools and the Educational System.
PUB DATE- Apr 94
NOTE- 35p.; Paper presented at the Annual Meeting of the Central States Communication Association (Oklahoma City, OK, April 7-10, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

on the identification and remediation of at-risk students. It also investigated alternative programs for such students in the Dallas-Forth Worth, Texas, area schools. Research on dropouts has recognized it as a historical problem since compulsory education, but has failed to clearly define the problem. Minority and non-English speaking students have had higher dropout rates. Research has shown that alternative education programs vary in size, structure, and goals. Successful programs separate dropout students from other students, offer vocational training, provide out-of-class learning opportunities, and have a low student-teacher ratio. A review of the Dallas-Fort Worth area found alternative programs at all levels of education serving dropouts and working toward dropout prevention. Students early on showed signs of being at risk and potential dropouts. Appendices A through D include questions, surveys, and results. (Contains 29 references.) (JPT)

ED 374 500 EA 025 940

Rusch, Edith A.
Gaining Voice: Democratic Praxis in Restructured Schools.
PUB DATE- Apr 94
NOTE- 51p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Democracy; *Democratic Values; Elementary Secondary Education; Organizational Climate; Organizational Communication; *Participative Decision Making; Power Structure; *School Restructuring; *Theory Practice Relationship
IDENTIFIERS- *Praxis

Is the work of democracy too hard for schools to implement? This paper presents findings of a study that examined the dialectical relationship between the espoused values of democracy in schools and the actual practice of equity and inclusion in site-based decision making. Specifically, it examines the lived experience of the people inside schools who experience participation or lack of participation. The two schools participating in the case study were part of a nine-site network in Oregon, dedicated to school restructuring. Methodology involved document analysis, videotaped interviews with principals and teachers, interviews with principals and site-team chairs, a demographic survey of all staff, and a schoolwide sociogram analysis. Four understandings about democratic praxis emerged: (1) the conscious construction of democratic values in schools does contribute to increased democratic practices in schools; (2) democracy is extraordinarily hard work; (3) democratic praxis can be attained, but only if educators recognize that changes in language/ideas do not change peoples' fundamental values; and (4) democratic praxis in schools can succeed only if the dialogue attends to issues of access, status, and hierarchy. To sustain democratic praxis, educators must understand and integrate the following concepts--the social construction of democratic practices in schools, micropolitical behaviors, a systems perspective, and metacognition. Eight figures and five tables are included. (LMI)

ED 374 501 EA 026 067

Ramey, Madelaine; Dornseif, Allan

Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; *Administrator Role; Elementary Secondary Education; Leadership; *Organizational Change; *School Restructuring; State Legislation; *State School District Relationship; *Superintendents
IDENTIFIERS- *Kentucky; *Kentucky Education Reform Act 1990

This paper presents the insights of superintendents about the school restructuring process in Kentucky and its likely effects. Data were derived from a focus group held with 24 members of the Kentucky Educational Development Corporation (KEDC), and from a survey of 48 superintendents, of which 35 responded. A majority of respondents expressed widespread frustration with the Kentucky Educational Reform Act of 1990. They were unwilling to wholeheartedly embrace the restructuring agenda for the following reasons: unrealistic expectations, lack of support, the diminishing role of the superintendent, the relinquishing of power to untrained groups, conflicts with the state, and a focus on structure rather than content. If restructuring is to be successful, a number of issues must be addressed. First, there must be across-the-board fidelity to the basic operating philosophy of the prevailing reform ideology. This requires reform through empowerment rather than control. Second, policymakers and administrators need to have realistic expectations of reform. Finally, support must be provided to superintendents so that they can successfully transform their roles. (LMI)

ED 374 519 EA 026 093

Murphy, Joseph
The Changing Role of the Superintendency in Restructuring Districts in Kentucky.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 94
NOTE- 52p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994). For a related document, see EA 026 092.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; *Administrator Role; Compliance (Legal); Educational Change; Elementary Secondary Education; Leadership; *School Restructuring; State Action; State Legislation; *Superintendents
IDENTIFIERS- *Kentucky; *Kentucky Education Reform Act 1990

Little research has investigated the effects of school restructuring on the roles of central office administrators, particularly the superintendent. This paper presents findings of a study that examined the perceptions of superintendents in Kentucky, whose State Legislature passed a statewide systemic reform initiative, the Kentucky Education Reform Act of 1990. A survey of 176 Kentucky superintendents elicited 74 usable responses, a 42 percent response rate. Three themes emerged from the data that defined the changing role of the superintendency: (1) developing community; (2) coaching from the sidelines; and (3) struggling to meet the KERA standards. The findings do not support the view that superintendents will evolve into "stewards of a radically expanded and more complex enterprise" (Cunningham 1990). Nor do the data support the belief that superintendents are unaffected by restructuring activity, or that they are being pushed off the main stage of school leadership and management. Rather, it appears that new graduates at the master's level, 56 at the advanced certificate level, and 32 at the doctoral level. A total of 170 responses were received, an 83 percent response rate. Findings demonstrate an increase in the number of women pursuing administrative careers and greater involvement of women in educational administration preparatory programs. Despite their academic credentials, however, they struggle to achieve administrative positions, particularly those of superintendent, associate/assistant superintendent, and secondary school principal. More so than for men, graduate work in educational administration is essential for the advancement of women in school leadership. It is recommended that universities and other preparatory institutions: (1) design and offer graduate programs that reflect the needs of women and minority leaders; (2) intensify recruitment efforts of women and minorities into such programs; (3) strengthen or establish a mentor system; and (4) provide job enrichment experiences for women. Additionally, women need to develop their own support networks. Two figures are included. (LMI)

ED 374 540   EA 026 116

Corbett, H. Dickson; Rossman, Gretchen B.
How Teachers Empower Superordinates: Running Good Schools.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 88
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Effective Schools Research; Elementary Secondary Education; *Organizational Climate; Participative Decision Making; *Power Structure; School Effectiveness; Teacher Administrator Relationship; *Teacher Influence; *Teacher Role

Teachers in "good" schools often provide considerable input into curriculum decisions and other types of school policies. They are considered to be "empowered." This paper argues that the apparent empowerment of teachers in these situations is actually the opposite: In good schools superordinates do not empower teachers; instead, teachers empower their superiors. Methodology involved analysis of the practices of 30 secondary schools recognized as excellent by a panel convened by the Office of Educational Research and Improvement (OERI) for the Secondary School Recognition Program (SSRP) during the school years 1982-83, 1983-84, and 1984-85. Data were derived from the written comments of principals and site visitors. Findings indicate that for teachers, the shift in power is one of kind rather than degree. Many of the strategies intended to empower teachers actually empower their superiors by giving superordinates a greater amount of information about classroom activities upon which to act. In return, teachers gain a different kind of influence, that of authorized power. In the process, the organization is more likely to become typified by common understandings and how best to achieve them. (LMI)

ED 374 541   EA 026 117

Wikeley, Felicity; Hughes, Martin
Parents and Educational Reform.
PUB DATE- Apr 94
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).

such a framework is not unproblematic. This book offers some insights into the general debate about performance indicators in education. It explores the background of the debate; the differing perspectives of policy makers and practitioners; and the purposes, audiences, and values of education indicators, both in the United Kingdom and international context. The chapters focus on four major themes: why policy makers require information about performance; how such information relates to national contexts; the limitations of performance measurement; and the challenges in applying such information at the district level. Chapters include the following: (1) "The Framework" (Kathryn A. Riley and Desmond L. Nuttall); (2) "Education Indicators: Officials, Ministers, and the Demand for Information" (Alan Ruby); (3) "Choosing Indicators" (Desmond L. Nuttall); (4) "How Indicators Have Been Used in the USA" (Ramsay Selden); (5) "Quality, Surveillance and Performance Measurement" (Kieron Walsh); (6) "Performance Indicators: Flourish or Perish?" (John Gray and Brian Wilcox); (7) "Following the Education Indicators Trail in the Pursuit of Quality" (Kathryn A. Riley); (8) "A Role for Parents, Students, and Teachers in School Self-Evaluation and Development Planning" (John MacBeath); and (9) "Measuring Performance--National Contexts and Local Realities" (Kathryn A. Riley and Desmond L. Nuttall). Notes on contributors and an index are included. (LMI)

ED 374 560 EA 026 139

Finegold, David, Ed.; And Others
Something Borrowed, Something Learned? The Transatlantic Market in Education and Training Reform.
PUB DATE- 93
NOTE- 261p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adoption (Ideas); Case Studies; *Cultural Exchange; *Educational Policy; Foreign Countries; Information Utilization; International Educational Exchange; Job Skills; *Job Training; Labor Force Development; Policy Formation; Vocational Education

The concentration of numerous case studies of British appropriation of U.S. education and training (ET) policies in a brief period of time (1986-90) provides a unique opportunity to improve understanding of the ET reform process and the role that international comparisons can play in shaping the domestic ET policy agenda. In this book, political science and education experts consider Britain's policy borrowing from the United States during the final years of the Thatcher government. The contributors look at American programs that have served as models for the United Kingdom, including magnet schools, school choice experiments, business-education compacts, and the federal student loan program. The book maintains that despite problems associated with transplanting one nation's policies into another country's historical and institutional setting, international borrowing is likely to become more common. In part 1, authors draw from various social science resources to create an analytical framework for the study of policy borrowing. Articles include: (1) "Introduction" (David Finegold, Laurel McFarland, and William Richardson); (2) "Borrowing Educational Policy" (David Phillips); and (3) "The Politics of Policy Borrowing" (David Brian Robertson and Jerold L. Waltman). Part 2 examines the specific context in which the

Education; Internship Programs; *Practicums; *Special Health Problems; *Special Needs Students; Student Projects
IDENTIFIERS- University Affiliated Training Programs; University of Vermont

The family-based practicum experience of the University Affiliated Program of Vermont provides early intervention interns with an in-depth experience with the family of a child with special health care and/or education needs. Through this experience, interns acquire an understanding of the elements of a family-centered approach, incorporate the elements of a family-centered approach into all aspects of their practicum experience, and demonstrate a knowledge of the ways in which existing systems and policies can become more responsive to family concerns. Intern responsibilities include spending 48 hours with the family over the course of a semester, identifying and implementing mutually beneficial goals and activities to engage in with the family, and reflecting on the experience. Activities may include providing child care, assisting a family in applying for funding, developing child care guidelines for the family to share with babysitters, or making a videotape of the child to acquaint elementary school staff. Each intern has a Parent-to-Parent supervisor who is available to provide resources and support. A table listing characteristics of family-centered practitioners is appended. (JDD)

ED 374 579 EC 303 299

Bredekamp, Caroline M.
The Gifted/Learning Disabled Student: A Contradiction in the Classroom.
PUB DATE- Jul 93
NOTE- 95p.; Master's Thesis, University of Northern Iowa.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Ability Identification; Case Studies; Disability Identification; *Educational Strategies; Elementary Secondary Education; *Gifted Disabled; High Schools; *Learning Disabilities; *Student Characteristics; Student Placement

This study reviews literature concerning identification processes and appropriate learning strategies for gifted/learning disabled students. The literature review addresses current trends for identification and inclusion, student characteristics, and suggested placements. The analysis continues with an examination of the needs of a 17-year-old potentially gifted/learning disabled male, including a medical, social, emotional, and academic overview. The case study concludes that the boy's academic development seems to have been hindered by a lifetime of special education services that overemphasized weaknesses, while failing to recognize strengths. The paper concludes that such "paradoxical learners" are not being identified and included in appropriate educational settings, and that many educators find it difficult to accept the idea that gifts and deficits can exist in a single student. Recommendations are offered for serving gifted/learning disabled children more effectively, along with areas for further research. Appendices contain a glossary of terms, comprehensive student characteristics lists, and consent forms. (Contains 21 references.) (JDD)

ED 374 580 EC 303 300

Barnes, Deborah J.

The school district in this practicum report was found to be out of compliance by the State Department of Education in the area of writing individualized education plans (IEPs) that contained goals and short-term objectives with measurable student outcomes. Informal workshops were held to provide the special education teachers training for writing IEPs using Robert Mager's model for writing goals and objectives. In addition, the teachers were given Benjamin Bloom's taxonomy and a programmed instruction on how to write appropriate goals and instructional objectives. After the training, analysis of randomly selected IEPs suggested that the writing of objectives improved. Results of a pretest/posttest also indicated that the training was successful. A parent-teacher meeting was held to encourage the parents' participation in the IEP process and brought about many positive interactions among staff, administrators, and parents. Appendices contain copies of questionnaires, teacher pretest and posttest scores, and sample IEPs. (Contains 23 references.) (JDD)

ED 374 598 EC 303 320

Weber, Mark C.
Special Education Law and Litigation Treatise.
PUB DATE- 92
NOTE- 360p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Ancillary School Services; *Court Litigation; *Disabilities; Disability Identification; Discipline; Due Process; *Educational Legislation; Elementary Secondary Education; Eligibility; *Federal Legislation; Federal Regulation; Legal Responsibility; Mainstreaming; Preschool Education; *Special Education; Student Evaluation; Student Placement; Student Records; Student Rights

This book is intended to be a comprehensive work that answers the myriad of specific legal questions engendered by special education statutes. The book attempts to give guidance on particular legal questions, to collect and evaluate caselaw and other authoritative materials, and to put forward the positions that seem best supported in reason and precedent. The book analyzes and evaluates authorities rather than simply describing them, and attempts to enable readers to see through the fog of legalese that sometimes surrounds education of children with disabilities. The book is addressed to generalists such as administrators, teachers, and parents as well as their attorneys. The book's chapters address: statutory background; eligibility for special education; appropriate education; evaluation; individualized education programs; placement; free education; related services; least restrictive environment; Child Find and public notice requirements; early childhood and preschool programs; monitoring and complaints; student discipline; parental status and related issues; records; residency; state advisory panels; submissions of plans and receipt of funding; personnel development; due process procedure; and court proceedings--individual and systemic. Appendices provide the text for the Individuals with Disabilities Education Act, Code of Federal Regulations text concerning assistance to states for education of handicapped children, Code of Federal Regulations text concerning early

(055)
DESCRIPTORS- Agencies; *Child Abuse; Child Caregivers; Child Neglect; *Chronic Illness; Community Services; Delivery Systems; *Disabilities; Family Involvement; Family Problems; *Guidelines; Program Administration; Quality Control; *Respite Care; Social Services; Special Health Problems; *Standards
IDENTIFIERS- *Family Needs

These guidelines are intended to assist states and local communities in developing quality respite services that meet the diverse needs of families and children with disabilities, with chronic and terminal illnesses, or at risk of abuse or neglect. The guidelines support the philosophy that all families can benefit from temporary intervals of rest and relief (respite) from caregiving responsibilities. Respite reduces family stress, helps preserve the family unit, supports family stability, and prevents possible abuse situations. The guidelines address the following broad areas: (1) family involvement; (2) care needs of the child; (3) care providers; (4) community involvement; (5) service delivery; (6) administration; and (7) evaluation. (DB)

ED 374 618 EC 303 341

Morris, Sandra L.
Developing and Implementing Rural Respite and Crisis Nursery Programs. ARCH Factsheet Number 35.
SPONS. AGENCY- Children's Bureau (DHHS/OHS), Washington, DC.; North Carolina State Dept. of Human Resources, Raleigh. Div. of Mental Health, Mental Retardation and Substance Abuse Services.
PUB DATE- Jul 94
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Child Abuse; Child Caregivers; Child Neglect; Chronic Illness; *Community Programs; Community Services; Crisis Intervention; *Disabilities; Family Problems; *Program Development; *Respite Care; *Rural Areas; Social Services; Special Health Problems
IDENTIFIERS- *Crisis Child Care; Family Needs

This fact sheet offers basic information on developing and implementing rural respite and crisis nursery programs. It first defines "respite" as temporary relief for caregivers and families of children with disabilities, chronic or terminal illnesses, and/or for children at risk of abuse and neglect. It also defines "rural" and notes unique qualities and challenges of rural areas as well as common characteristics of successful rural respite programs. Suggestions are then given for recruiting and training local care providers, for obtaining funding, for dealing with transportation issues, for building trust, and for putting it all together. (DB)

ED 374 619 EC 303 342

Laughlin, Pamela S.
Improving the Transition of Special Needs Students to a Setting in Their Home School. Action Research Final Report.
PUB DATE- 26 Apr 94
NOTE- 113p.; Master's of Arts in Education, Saint Xavier University.
LANGUAGE- English

"Links to the Community: Why Inclusion?" (John B. Kish and Leslie A. Kish); "Integration of Preschool Children with Disabilities in Capital District Day Care Centers" (Jeanne Kozloski and others); "Children Who Are Ventilator Dependent" (Andrew W. Rothstein); "An Interview with Rosemary Crossley" (Heidi Reichel); "Facilitated Communication: Employing Research Results To Develop Ethical Practice Guidelines" (Michael Eberlin and Gene McConnachie); "Teaching Strategies for the Believer and the Skeptic" (Claude Call and others); "Facilitated Communication: Practice to Research" (John W. Jacobson); "Bilingualism and Special Education" (James Crawford); "Collaborative Models for Staffs Working with Limited English Proficient Students in General and Special Education" (Frances Segan and Nancy Lemberger); "How Can I Make the Shot When I Don't Get the Ball? Improving Academic Achievement by Increasing Active Student Response" (Rodney A. Cavanaugh); "Accommodating Children with HIV and AIDS in the Educational Setting" (Melanie Gardner); "Behavioral Intervention Strategies for Parents of Children with Autism" (Patricia Kennedy and others). Various news reports and reviews are also included. The program and registration packet of the 1993 New York State CEC convention comprise one issue. (DB)

ED 374 637 EC 303 362

Harry, Beth
The Disproportionate Representation of Minority Students in Special Education: Theories and Recommendations. Project FORUM. Final Report.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Innovation and Development.
PUB DATE- 1 Aug 94
NOTE- 92p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Data Collection; *Disabilities; *Disability Identification; Disadvantaged Environment; Disadvantaged Youth; Grouping (Instructional Purposes); Labeling (of Persons); *Minority Groups; Poverty; Regular and Special Education Relationship; *Special Education; Student Characteristics; Student Evaluation; *Student Placement; Test Bias; *Theories
IDENTIFIERS- National Longitudinal Transition Study Spec Educ; Office for Civil Rights

This reports offers a synthesis of the current knowledge and theoretical positions concerning the disproportionate representation of minorities in special education. It is divided into five broad sections: (1) an introduction which clarifies the terminology and purpose of the report; (2) an overview of the position of minority students in the nation's education system; (3) a description of the pervasiveness and patterns of disproportionate placement, including an analysis of data from the Office for Civil Rights and the National Longitudinal Transition Study of Special Education Students; (4) an outline and discussion of the various explanations or interpretations that have been offered for this phenomenon (including characteristics of the students, biases in the assessment process, and characteristics of students' homes and communities); and (5) recommendations. The report finds no single reason for disproportionate representation but does find that continuing educational and social inequities combine to place poor minority students at particular disadvantage.

that without them, in the long term, the language will suffer. Controversy over the use of dictionaries for grammatical information is traced to the introduction in 1961 of a revised version of a respected dictionary, which included language commonly used but not adhering closely to accepted rules. The further evolution of American English dictionaries, and controversy surrounding their design and content, is chronicled briefly. It is proposed that the only two sources of reliable advice on points raised in prescriptive grammar are the traditional dictionaries and Merriam-Webster's Dictionary of English Usage, which provides analytic accounts of each grammatical issue, recounts the history of the dispute, surveys prescriptivist opinion, and describes current practice, with quotations and examples. However, it is also argued that ultimately, individuals must be their own authorities on language standards. (MSE)

ED 374 658 FL 022 275

Tabbert, Russell
Linguistic Diversity in America: Will We All Speak "General American?"
PUB DATE- 94
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cultural Pluralism; Diachronic Linguistics; Geographic Distribution; *Language Attitudes; *Language Patterns; Language Research; *Language Variation; Maps; *North American English; *Regional Dialects; *Standard Spoken Usage; Stereotypes; Trend Analysis

Patterns of dialect shift and language standardization in the United States are examined and illustrated with regional dialect maps. In particular, the relationship between the disappearance of regional accents and negative attitudes about accents is discussed. It is concluded that there is a long-term trend toward a more uniform accent among educated individuals, a national standard of pronunciation, in all regions of the country and that the standard regional dialects are in decline. Syntax and morphology are already virtually uniform, and vocabulary differences are largely restricted to terms for local phenomena. It is also predicted that the prominent dialect differences within the country will eventually correlate with social class and be perceived not as neutral but as deviant, supporting stereotypes. The only solution to this situation seen as feasible is a popular movement to counter negative stereotypes of regional accents and slow down the trend toward cultural homogeneity. (MSE)

ED 374 659 FL 022 335

Mizuno, Harumitsu
A Psycholinguistic Approach to the Article System in English.
PUB DATE- 85
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Journal Articles (080)
DESCRIPTORS- *Adults; *Determiners (Languages); Discourse Analysis; *English (Second Language); *Error Analysis (Language); Foreign Countries; Interlanguage; Japanese;

continue attending classes. The men tended to enroll for a specific purpose, such as gaining the literacy skills needed to obtain a driver's license or learning enough math to take the General Educational Development tests. The women attending classes were more likely to be motivated by a desire to keep on learning or to help their children and grandchildren. The men were more likely to follow directions and stick to one task until they master it, whereas the women were more likely to dabble (in other words, work on one task for a while and then pick up something else to work on for a while). Although the women did not fit into a school model of mastery and testing, they kept attending class and did make progress. The Bible proved to be a powerful book for both the men and women, and members of both sexes read Bible stories in class. (MN)

ED 374 209 CE 066 993

Edwards, Patricia M.
A Comparative Analysis of Adult Learning Styles and Interpersonal Communication Techniques.
PUB DATE- Jul 94
NOTE- 79p.; Master of Education Field Project, Western Washington University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Adult Education; *Adult Educators; *Adult Learning; *Cognitive Style; Comparative Analysis; *Educational Needs; *Interpersonal Communication; *Teacher Education

A study examined the effectiveness of preservice and inservice training in selected interpersonal communication techniques as a way of improving adult educators' ability to communicate with students with a variety of learning styles. The literature on adult learner characteristics and practice, learning style, and concepts and components of interpersonal communication was reviewed to determine the extent to which interpersonal communication techniques facilitate the practice of adult education principles and ways in which individual learning style affects the effectiveness of interpersonal communication techniques. Selected interpersonal communication techniques were analyzed from the standpoint of their appropriateness with adult learners in view of the principles of adult learning. It was concluded that adult educators would definitely benefit from preservice and inservice training in interpersonal communication techniques. The following interpersonal communication techniques were found to be especially effective with adult learners: perception checking, behavioral descriptions, "I" language, paraphrasing, active listening, confirming, win-win negotiating, empathetic communication, nondefensive response, sending change messages, and intercultural communication. (Contains 52 references.) (MN)

ED 374 210 CE 066 994

Ulusavas, Mualla
Literacy in Turkey with Special Reference to Women's State.
PUB DATE- 94
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Basic Education; Citizenship Education; *Educational Development; Educational Objectives; *Educational Opportunities; Educational Practices; *Educational Principles;

Program Framework; employee development model; training and other developmental materials; plan implementation strategies/actions with action to implement, comments, and lead office indicated; and estimates of plan implementation costs. (YLB)

ED 374 228 CE 067 124

Rasinski, Timothy; Padak, Nancy
Initiating Even Start Programs. Occasional Paper #1.
PUB DATE- Dec 93
NOTE- 28p.; For related papers, see CE 067 125-126.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Basic Skills; Cooperative Programs; Coordination; Early Childhood Education; Educational Cooperation; *Literacy Education; *Parent Child Relationship; *Parent Education; Parenting Skills; Program Evaluation; *Program Implementation; Recruitment; State Programs
IDENTIFIERS- *Even Start; *Family Literacy; Ohio

To investigate the initial experiences of the various Even Start programs in Ohio following approval and funding, a project developed a survey instrument and sent it to Even Start program directors. The survey asked directors open-ended questions aimed at getting a general description of each program and a discussion of the issues and concerns that the programs had to deal with in the initial stages. Eight programs responded. In general, directors believed they experienced significant challenges and difficulties in initiating programs. Considerable overlap was found in the types of activities seen as essential to successful initiation of the projects, including the following: hiring staff, selecting and preparing sites and purchasing equipment and essential materials, coordinating with other agencies, introducing the program to the community, and identifying and recruiting potential clients for the program. Problems were encountered in the following areas: site and staff selection, staff orientation and training, coordinating with and gaining the cooperation of related agencies, finding appropriate materials for the program, perceived unrealistic expectations and lack of support and guidance from the federal agency, and recruitment and retention of parents. Collaboration was recommended with other Even Start projects and family literacy personnel, within the program, and within the communities; being realistic about program goals was suggested. (The instrument is appended.) (YLB)

ED 374 229 CE 067 125

Rasinski, Timothy; Padak, Nancy
Turning Points in Even Start Programs. Occasional Paper #4.
PUB DATE- Jun 94
NOTE- 24p.; For related papers, see CE 067 124-126.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Basic Skills; Cooperative Programs; Coordination; Early Childhood Education; Educational Cooperation; *Literacy Education; *Parent Child Relationship; *Parent Education; Parenting Skills; Program Evaluation; *Program Implementation; Recruitment; State Programs
IDENTIFIERS- *Even Start; *Family Literacy; Ohio

ED 374 248   CE 067 155

Steele, Sara M.; And Others
Nationwide Participation in 4-H during the 1980s: Information from the Office of Education NELS:88 Study.
SPONS. AGENCY- Extension Service (DOA), Washington, D.C.
PUB DATE- Jul 93
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Agricultural Education; *Attendance Patterns; Demography; Dropouts; *Educational Benefits; Grade 8; High Risk Students; Interpersonal Relationship; Junior High Schools; National Surveys; Parent Child Relationship; Parent Participation; Self Concept; *Student Organizations; *Student Participation; *Vocational Education
IDENTIFIERS- *4 H Clubs; 1980s

A study examined national participation in 4-H Club activities during the 1980s. The study population was a carefully drawn sample of 24,500 eighth graders from more than 1,000 public and private schools throughout the country as well as their parents and teachers. The study established that, as of 1988, about one of every six eighth-grade students had at some time participated in 4-H. Fewer than 3% of the eighth-grade 4-H participants were from families who were actively farming, nearly 10% were from a city or suburb, and only 5% expected to be farmers at age 30. Among ethnic groups, Blacks were most likely to participate in 4-H (20% versus 18% of White and 7% of Hispanic students). Nearly one-third of eighth graders participating in 4-H for the first time had annual family incomes below $15,000. Efforts to make 4-H relevant to young teens appeared more successful at the community level than at the national level. The parents of students who remained in 4-H were slightly more likely to be active in school activities. Little indication was found that participation in 4-H results in measurable differences in such areas as better grades, better self-esteem, and more certainty about future plans. (MN)

ED 374 249   CE 067 156

Hofmeister, Jane; Veugelers, Wiel
Recent Developments in Career Education in the Netherlands: Learning by Experience and Value Stimulation.
PUB DATE- Apr 94
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Choice; *Career Education; *Career Exploration; Educational Development; Foreign Countries; Moral Values; Secondary Education; Skill Development; Social Values; Teacher Attitudes; Work Attitudes; *Work Ethic; *Work Experience Programs
IDENTIFIERS- *Netherlands

Career education in the Netherlands is a regular part of the curriculum and provides students the opportunity to collect information about different professions and studies. The policy of the Dutch administration is to stimulate the creation of secondary schools with both vocational and academic tracks.

Education; Information Dissemination; Marketing; Partnerships in Education; *Publicity; *Public Relations; Statewide Planning; Strategic Planning; Teacher Workshops; *Vocational Education
IDENTIFIERS- *Educational Marketing; *Florida

This resource packet, which was developed for use at a training workshop for Florida vocational, adult, and community educators, contains information and materials designed to assist educators in marketing their programs at the "grassroots" level. Presented in the first three sections are differences between public relations (PR) and marketing, reasons for conducting marketing/PR campaigns, and four steps to prepare for contact with the public and media. The fourth section includes detailed guidelines for the following steps in developing a marketing plan: create a marketing/PR team, assess image, establish goal(s), select target audiences, develop the message(s), choose marketing/PR strategies, set timelines, determine cost and resources, plan evaluation, and implement the plan. Described in the next two sections are exemplary grassroots marketing strategies (advertising, publicity, promotions, PR, and direct contact) and specific marketing/PR strategies used by school district staff in four Florida counties. Included in an appendix are the following: a sample PR plan developed to market vocational, adult, and community education programs in Orange County; marketing resource material; a business partnerships resource guide; and information about the FAUN (Florida Application Update Network) computer bulletin board system. (MN)

ED 374 267 CE 067 193

Montigny, G.; And Others
Adult Literacy in Canada: Results of a National Study.
PUB DATE- Sep 91
NOTE- 100p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Basic Skills; Demography; Educational Attainment; *Educational Needs; *Educational Policy; Educational Research; Education Work Relationship; Foreign Countries; *Functional Literacy; Health Promotion; Labor Market; *Literacy Education; National Surveys; Needs Assessment; Older Adults; Policy Formation; Socioeconomic Influences; Theory Practice Relationship; Unions
IDENTIFIERS- *Canada; Workplace Literacy

This two-part document summarizes and analyzes the implications of a national study of adult literacy in Canada that included home interviews with a representative sample of 13,571 Canadians between the ages of 16 and 69. Part 1 summarizes the study's objectives, methodology, and findings. Among the main findings are the following: (1) 16% of adult Canadians have reading skill limitations that prevent them from facing most of the demands encountered daily; (2) most functionally illiterate Canadians are either persons with limited school attainment or first-generation immigrants; (3) 22% of those surveyed are able to understand simple, well-organized text; and (4) 62% of the 22% of Canadians capable of understanding simple texts have had at least some secondary education. The bibliography contains 18 references. Appended are discussions of the study methodology and interview questions. Part 2 contains the following examinations of the study's findings/implications: "An International Review of the Concepts, Definitions and Measurement Approaches Underlying Literacy Statistics" (Satin);

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 31 Dec 93
NOTE- 46p.; For documents related to this project, see CE 067 219-251.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Basic Education; Behavioral Objectives; Learning Activities; Learning Modules; *Literacy Education; *Study Skills; *Test Wiseness; Trade and Industrial Education
IDENTIFIERS- *ABCs of Construction Project; Workplace Literacy

Developed as part of the ABCs of Construction National Workplace Literacy Project, this instructional module contains materials designed to help students develop study and test-taking skills. Presented first are 10 strategies for preparing for tests. Discussed next are test-taking strategies and the importance of self-talk in successful test taking. Procedures to follow after completing a test are outlined. Strategies for taking objective tests are discussed in a separate section. Also included in the module are an analysis sheet for determining weaknesses in test preparation and guidelines and worksheets for use in arranging study time and work time. (MN)

ED 374 285 CE 067 223

Atkinson, Rhonda; And Others
Understanding Sequence: Electrical Instrumentation, Millwright, Pipefitter.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 31 Dec 93
NOTE- 127p.; For documents related to this project, see CE 067 219-251.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; Behavioral Objectives; Content Area Reading; Electrical Occupations; Instrumentation Technicians; Learning Activities; Learning Modules; *Literacy Education; *Serial Ordering; Trade and Industrial Education
IDENTIFIERS- *ABCs of Construction Project; Following Directions; Millwrights; Pipe Fitters; *Sequencing Skills; Workplace Literacy

Developed as part of the ABCs of Construction National Workplace Literacy Project, this instructional module contains instructional materials designed to help students understand the concept of sequencing and develop basic sequencing skills. The module begins with a unit in which instructional materials dealing with the construction industry are used to teach the importance of sequencing skills. Presented next are three sections of exercises containing reading materials specific to one of the following occupations/occupational clusters: electrical and instrumentation, pipefitting, and millwright. Each section contains five exercises in which students are presented with a story or some job-related procedure and are then asked either to answer a series of questions about the sequencing involved in the story/procedure or to select the best sequencing sequence from a series of sequencing options. Also included are answer keys for each of the three sections of exercises. (MN) pipe and ductile iron pipe. (MN)

ED 374 309 CE 067 247

Atkinson, Rhonda; And Others
Building Workplace Vocabulary for Pipefitters. Structural Analysis.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 31 Dec 93
NOTE- 84p.; For documents related to this project, see CE 067 219-251.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; Building Trades; *Definitions; *Plumbing; Semantics; *Structural Analysis (Linguistics); Trade and Industrial Education; *Vocabulary Development; Vocabulary Skills; *Word Study Skills
IDENTIFIERS- *ABCs of Construction Project; *Pipe Fitters; *Word Attack Skills; Workplace Literacy

Developed by the ABCs of Construction National Workplace Literacy Project, this fifth-grade level module teaches word attack skills for technical terms used by pipefitters, using word parts and root words. Basic information on structural analysis covers roots, prefixes and suffixes, its limitations, and defining words using structural analysis. Next, the module provides hints for retaining meanings by building a card file with visual representations of terminology. Twenty-seven exercises are included. (YLB)

ED 374 310 CE 067 248

Atkinson, Rhonda; And Others
Building Workplace Vocabulary for Pipefitters. General, Specialized, & Technical Terms.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 31 Dec 93
NOTE- 63p.; For documents related to this project, see CE 067 219-251.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; Building Trades; Definitions; Dictionaries; *Plumbing; Semantics; Trade and Industrial Education; *Vocabulary Development; Vocabulary Skills; *Word Study Skills
IDENTIFIERS- *ABCs of Construction Project; *Pipe Fitters; Workplace Literacy

Developed by the ABCs of Construction National Workplace Literacy Project, this fifth-grade level module teaches different kinds of vocabulary words encountered in work-related texts used by pipefitter trainees. The module covers the following topics: differences between general, specialized, and technical words; learning new words; drills for remembering new words; tips for building vocabulary; and some dictionary use. Twelve exercises are provided. (YLB)

ED 374 311 CE 067 249

education and training available from the seven highly developed countries that make up the G-7: Canada, France, Germany, Japan, Italy, the United Kingdom, and the United States. Following an introduction, chapter 2 describes the nature of vocational education and training opportunities at the upper secondary level and beyond in each country, emphasizing programs that fall under the jurisdictions of education ministries. One-page descriptions of the vocational education systems in each country are followed by extensive narratives for each vocational education system that focus on these areas: school-based vocational preparation and training, what the vocational system looked like during the most recent year for which data are available, and the most common ways of obtaining vocational skills. Chapter 3 describes the following: international comparisons of data on vocational education; contextual and programmatic differences; key indicators that one would want to compare across vocational systems; data that international organizations have compiled regarding these indicators; degree to which these key comparisons can be made using existing data; and data improvements necessary to prepare all these key indicators. Appendixes include the following: a description of surveys and studies in each G-7 country that contain information pertinent to assessments of vocational education and training programs, and a vocational education data information sources contact list. Contains 118 references. (YLB)

ED 374 329　　　CE 067 299

English for Specific Purposes: Building a Curricular Bridge between English as a Second Language and Vocational/Business Office Systems. A Carl D. Perkins Vocational and Applied Technology Education Program Improvement Grant. Final Report.
SPONS. AGENCY- Texas Education Agency, Austin.
PUB DATE- Jun 93
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Education; Advisory Committees; *Articulation (Education); Behavioral Objectives; *Business Education; Community Colleges; *Curriculum Development; Information Networks; Integrated Curriculum; Learning Activities; Models; Office Occupations Education; Reading Skills; Secondary Education; *Statewide Planning; Student Evaluation; Study Skills; Two Year Colleges; *Vocational English (Second Language); Writing Skills
IDENTIFIERS- Carl D Perkins Voc and Appl Techn Educ Act 1990; *Tech Prep; Texas

This 11-page report describes a project wherein a Carl D. Perkins Vocational and Applied Technology Program Improvement Grant was used to develop a curricular bridge between the academic English-as-a-Second-Language (ESL) area and the vocational-technical business/office systems area of Austin Community College (ACC). The following project activities are discussed: selecting an English-for-special-purposes (ESP) model; publicizing the ESP project within ACC; selecting content courses, content area instructors, and ESP/business advisory committee members; developing ESP course materials; and networking with other community colleges in Texas. Appendixes/exhibits, constituting approximately 80% of this document, include the following: summary of the implications and distinguishing features of the theme-based, sheltered, and

LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Career Counseling; Cooperative Education; Demand Occupations; Dropout Prevention; *Educational Benefits; Educational Improvement; Educational Research; *Education Work Relationship; High Schools; *Job Placement; Job Search Methods; Job Skills; Literature Reviews; *School Business Relationship; School Role; *Secondary School Curriculum; Teacher Responsibility; Teacher Role; *Vocational Education

Research shows that the labor market payoff to vocational education in high school is quite large when graduates work in the occupation for which they trained. Less than one-third of those who learn occupationally specific skills get training-related jobs. The occupationally specific skills learned are seldom used on a job due to lack of emphasis on placement, insufficient involvement of employers, and training for jobs not in demand. High school vocational education has no significant positive or negative effects on the noneconomic aspects of schooling. Vocational education lowers dropout rates, but not dramatically. Basic skills cannot substitute for occupational skills. Skill obsolescence is less important than the risk of not using and forgetting skills. Studying occupationally specific skills does not necessarily lower academic achievement if nonrigorous academic courses are sacrificed. Most occupationally specific skills are best taught on the job. For vocational educators, the five most important policy implications are as follows: taking responsibility for and giving priority to graduate placement; involving employers more directly in vocational education delivery; ensuring that a well-informed career choice precedes entry into intensive occupational training; offering training in occupations for which there is substantial employer demand; and establishing a system whereby the school vouches for its students' accomplishments. (Appendixes include 23 footnotes and 46 references). (YLB)

ED 374 348 CE 067 343

McClure, Larry; And Others
Career Guidance Practices in Northern Europe: Implications for U.S. School-to-Work Programs. A Report of the Career Guidance Team of the Comparative Learning Teams Project.
SPONS. AGENCY- German Marshall Fund of the United States, Washington, D.C.
PUB DATE- Apr 94
NOTE- 54p.; For other reports in this series, see CE 067 344-347.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Career Awareness; *Career Development; Career Education; Career Exploration; *Career Guidance; *Career Planning; Comparative Education; Developed Nations; *Education Work Relationship; Elementary Secondary Education; Foreign Countries; Goal Orientation; *Public Policy; Vocational Interests
IDENTIFIERS- Denmark; Germany; Sweden

This report presents findings of seven education and business leaders from the United States who visited Denmark, Germany, and Sweden to examine the role of career guidance in these countries. An introduction provides an overview of education and training in the three countries and sets forth lessons learned. The remainder of the report is organized around three career guidance issues and related questions that commonly

Children's Coping Resources Subsequent to Parental Divorce: A Developmental Perspective.
PUB DATE- 93
NOTE- 9p.; Paper presented at the Annual Meeting of the American Psychological Association (101st, Toronto, Ontario, Canada, August 20-24, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Age Differences; Child Psychology; *Children; *Coping; *Developmental Continuity; Developmental Psychology; *Divorce; Elementary Education; Elementary School Students; *Family Environment; Family Relationship; Foreign Countries; *Parent Child Relationship; Psychological Patterns; Self Efficacy; Self Esteem
IDENTIFIERS- Family Environment Scale; Quebec (Montreal)

The impact of divorce upon the children's adaptation has increasingly become a topic of concern in developmental research. This study investigates how specific coping resources (self-efficacy, self-esteem) vary according to age and as a correlate of developmental level in children from divorced and intact homes. Researchers also examined the relationship between family environment characteristics and children's age in both types of homes. Participants included 76 elementary school-age children in Montreal from divorced (N=38) and intact families (N=38). Parents completed a demographic questionnaire and the Family Environment Scale while the children filled out the Harter Self Perception Profile for Children. Results revealed significant within-group differences. A child's age in a divorced family was found to be a meaningful predictor of behavioral self-efficacy and self-esteem. Although youngsters from divorced families revealed more uncontrolled behavior problems than their peers from intact families, older youngsters from divorced homes reported higher levels of behavioral self-efficacy than their younger counterparts: younger children from both groups seemed to exhibit less effective psychological coping resources. These findings suggest that counseling programs consider developmental differences in psychological and social coping resources of elementary-school children, since younger children may be at greater risk of developmental difficulties. Contains 9 references. (RJM)

ED 374 366 CG 025 597

Anderson, Krista; And Others
Parallels between Art and Verbal Therapeutic Communication.
PUB DATE- 94
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Art Therapy; *Communication Research; Counseling; *Counseling Techniques; Counselors; Individual Counseling; Interaction Process Analysis; Psychologists; Therapeutic Environment; *Therapists
IDENTIFIERS- *Art Therapists

For several years, researchers have systematically investigated therapeutic communication in the counseling relationship. Although comparative studies have assessed the similarities and differences among various approaches, no one has compared verbal and art therapeutic communication. This study analyzed the demonstrated equivalence of verbal and art therapeutic

LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Child Rearing; Children; Educational Responsibility; Foreign Countries; Moral Values; *Parent Attitudes; Parent Responsibility; Parents; Parent School Relationship; *Preschool Children; Preschool Education; *Sex Education; Sexuality; Social Values
IDENTIFIERS- *Sex Knowledge; *Taiwan

This study investigates Taiwanese parents' opinions on sex education for young children. Participants in the study included 97 randomly selected Taiwanese parents of 3 through 5-year old children at three different preschools in northern Taiwan. Results indicate that subjects' age and education influenced parental views toward sexual issues: younger or well-educated parents professed more liberal views than other groups. Even so, most Taiwanese parents held positive attitudes toward sex education for young children, agreeing that children need sex education, that parents should offer sex education at home, and that preschools should provide sex education. A majority of parents seemed insufficiently prepared to carry on a conversation about sex and most did not believe that sexuality and morality should be separate from each other. Participants expressed dissatisfaction with Taiwan's current sex education, believing it too conservative, and they wished to improve the situation. Although parents have difficulties in dealing with young children's curiosity about sex, researchers have provided little help for teachers and parents to teach children about sex. The author lists four guidelines for parents and teachers to foster proper attitudes toward sex. Included are 27 statistical pie charts, a copy of the questionnaire, and statistical summaries. Contains 26 references. (RJM)

ED 374 387 CG 025 774

Cohen, Michael J.
Counseling and Nature: A Greening of Psychotherapy.
PUB DATE- 94
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adjustment (to Environment); Associative Learning; Attitude Change; *Ecology; Emotional Adjustment; *Environment; Mental Health; Milieu Therapy; Naturalism; Nonverbal Learning; Stress Management; *Therapeutic Environment; *Therapy; Well Being
IDENTIFIERS- *Nature

This study promotes the natural world as a resource for personal growth. It stresses how nature may help individuals build responsible and fulfilling relationships and offers sensory activities which show how nature can lead people to emotional health by teaching them its "non-language communication." Once participants identify and differentiate their "natural-sensory" and cognitive "language-reasoning" ways of knowing, a coloring task is presented. This task challenges them to express in words their natural sensory knowledge. The task induces stress which disappears when a new kind of language is introduced -- a language which validates a person's sensory way of knowing. This paper analyzes the dynamics of this transaction and examines the technique's implications for stress management and

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Higher Education; *Man Machine Systems; *Media Adaptation; Media Research; *Newspapers; Reading Comprehension; Reading Rate; Reading Research; Recall (Psychology); *Text Structure; Undergraduate Students
IDENTIFIERS- Journalism Research; *Multimedia Technology

Anticipating a possible future method of newspaper design (including multimedia content) and delivery, a study examined the interface among people, modality (paper, computer, multimedia), and three types of news story (news, sports, entertainment). The "primacy of print" theory (which predicts that information will be recalled better when presented in print than in other media) was extended to consider a multimedia factor. Subjects, 55 undergraduate students enrolled in journalism classes and 20 university library employees recruited as "expert" searchers, completed recall measure after reading and/or listening to news stories presented in a variety of formats. Results indicated (1) no effects for cued recall as a function of modality; (2) a significant effect for reading time as a function of modality, with reading time higher for the multimedia condition followed by computer and paper; (3) story type was a significant factor, with the entertainment story having the shortest reading time followed by news and sports; and (4) the news story had the lowest recall score, followed by sports and entertainment. Findings do not support the primacy of print theory. Future studies may be designed to test interactions between variables such as modality and story type. (Contains 30 references, three tables and eight figures of data, and four notes.) (RS)

ED 374 407 CS 011 836

Thompson, David R.
New Technology and the Newspaper of the Future: Some Effects of Modality, Story Type, and Search Experience on Information Location.
PUB DATE- Jul 94
NOTE- 36p.; Paper presented at the Annual Meeting of the International Communication Association (44th, Sydney, New South Wales, Australia, July 11-15, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Higher Education; *Information Retrieval; *Information Seeking; *Man Machine Systems; *Newspapers; Reading Research; *Technological Advancement; Text Structure; Undergraduate Students
IDENTIFIERS- Journalism Research; Multimedia Technology; *News Stories; Technology Utilization

Anticipating a possible future method of multimedia newspaper design and delivery, a study examined the interface among people, modality (paper, computer, multimedia), and three types of news story (news, sports, entertainment). Subjects, 55 undergraduate students enrolled in journalism classes and 20 university library employees considered as "expert" searchers, were asked to search for specific information from three different stacks of stories, each stack containing four stories. The search path was recorded and evaluated to determine the number of search errors. A significant effect was found for search time as a function of modality. The multimedia condition had the longest search times, followed by computer theory of the teaching and learning of literature. (NKA)

ED 374 426 CS 214 487

Vilscek, Elaine
Dialoguing on the Interactions between Racially/Ethnically Identifiable Characters in Children's Books.
PUB DATE- 10 Mar 94
NOTE- 21p.; Paper presented at the Annual Spring Conference of the National Council of Teachers of English (Portland, OR, March 10-12, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Childrens Literature; *Class Activities; *Cultural Awareness; Elementary Education; *Literature Appreciation; *Multicultural Education; Reading Games; Reading Instruction; *Reading Material Selection
IDENTIFIERS- *Dialogic Communication; Trade Books

Children's understandings about people of color are enhanced when they have opportunities to dialogue. Similarities and differences between people can be identified, appreciated, and celebrated. Jerome Bruner, among others, has indicated that stories lure readers into thinking that what they are receiving is a transparent description of the real world; therefore educators must be careful in selecting a balanced and authentic sample of books about people of all races, ethnic conditions and cultures. All children need to see themselves as authentically and positively reflected as part of humanity. As multicultural literature comprises only about 2% of all books written for children, however, educators may find it difficult to find literature appropriate to these purposes. Books that depict more than one race interacting are particularly hard to find. "Subject Guide to Children's Books in Print" (R. R. Bowker Publishers) and "Collected Perspectives" (Christopher Gordon Publishers) are two helpful resources. An important part of teaching multicultural literature is encouraging dialoguing about that literature before, during, and after the reading. This dialoguing could take several forms: (1) spontaneous whole-class input after listening to a story or while looking at illustrations; (2) literature study groups; (3) individual conferences; (4) journaling; (5) opportunities for children to respond to characters by recording messages on tape; (6) improvised role plays based on situations from the book; and (7) play writing based on situations from the book. ("Overlays" are included, as well as small group activity sheets.) (TB)

ED 374 427 CS 214 493

Ostrowski, Steven
Literature and Multiculturalism: the Challenge of Teaching and Learning about Literature of Diverse Cultures.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- *Cultural Differences; Curriculum Research; *Literature Appreciation; *Multicultural Education; Secondary

disciplines, to the problem of what constitutes evidence in scholarship. (TB)

ED 374 444 CS 214 517

Cusworth, Robyn
What Is a Functional Model of Language? PEN 95.
PUB DATE- 94
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Case Studies; Elementary Education; *English Instruction; Foreign Countries; *Language Acquisition; *Language Arts; *Language Role; *Teaching Methods
IDENTIFIERS- Australia; Discourse Communities; *Systemic Functional Model (Language Development)

Noting that a number of Australian states have adopted a functional model of language in their English syllabus documents, this PEN explains the term "functional model" and explores the implications of a functional approach to the teaching of English across all key learning areas in the Australian primary classroom. The paper notes that the term "functional" comes from the systemic functional theory based on the work of Michael Halliday. The paper next discusses the assumptions a functional approach takes, including language as a social process, spoken texts are just as complex as written texts, and the context in which language is used determines its appropriateness. The paper also discusses terms used in the functional model (including "field," "tenor," "mode") and three levels of language (semantic, lexicogrammatical, and graphophonic). The paper discusses implications for teachers, such as valuing the diversity of language backgrounds, providing meaningful language activities, valuing talk, and using real texts (both literary and factual). The paper then presents a short case study illustrating implications for students. The paper concludes with advice for teachers on how to begin. Contains seven references and a list of five additional resources. (RS)

ED 374 445 CS 214 519

Brown, Brenda Gabioud
Pedagogical Reality.
PUB DATE- Mar 94
NOTE- 12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (45th, Nashville, TN, March 16-19, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Environment; College Students; *Cultural Differences; Higher Education; *Multicultural Education; *Writing Instruction; Writing Teachers
IDENTIFIERS- Educational Issues; *Faculty Attitudes; Inclusive Educational Programs; Teacher Surveys

Academics remain deeply uncertain and divided about their role as practitioners of multiculturalism, inclusion and diversity. As teachers of writing, academics try to offer their students the freedom to express themselves, but they continue to puzzle over how they are to integrate and achieve true inclusion in the classroom. A series of informal interviews with college faculty and other themes, and can be introduced into language arts, social studies, history, or other subject areas by teachers seeking new ideas in values clarification and multicultural instruction. (NKA)

ED 374 462   CS 214 541

Herndon, Kathleen; Fauske, Janice
Facilitating Teachers' Professional Growth through Action Research.
PUB DATE- 7 Apr 94
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Action Research; *English Teacher Education; Mentors; *Professional Development; Reflective Teaching; Secondary Education; Student Journals; Teacher Alienation; *Teacher Attitudes; *Teacher Evaluation
IDENTIFIERS- New Teachers

Beginning teachers' experiences in university-based teacher preparation are rapidly replaced by the norms and expectations of the school setting and teachers with whom they work. To interrupt this pattern by which new teachers are pulled from the practices they have learned at the university, teachers must be encouraged to reflect about their teaching through action research, a process by which a teacher studies his or her own actions in the classroom as a means to improve practice. To explore the possibility of collaborative action research--action research done in teams of at least two--a study examined 35 apprentice English teachers and 22 mentor teachers. Data was collected from journals of both apprentices and mentors, and in the form of observation notes by university faculty, self-assessment, and interviews. Each of the studies began with a guiding question generated by the research group and directly related to instruction such as, "Are guided essays more effective than nonguided?" or "Will creative role playing increase comprehension?" Findings showed five recurrent themes concerning teacher attitudes toward data collected: (1) research questions based on attempts to improve teaching; (2) fear about conducting research; (3) adverse to using their students as potential pawns; (4) confusion over qualitative data collection and analysis; and (5) lack of time and commitment to formal reporting of results. Results revealed two major effects on participants substantiated by triangulation of the data: sustained interaction with peers increased, and the level and quantity of reflection on practice increased. (A table lists action research projects.) (TB)

ED 374 463   CS 214 545

Brown, Jean E., Ed.
Preserving Intellectual Freedom: Fighting Censorship in Our Schools.
PUB DATE- 94
NOTE- 261p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - General (020),Books (010)
DESCRIPTORS- *Academic Freedom; *Censorship; Elementary Secondary

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Audience Awareness; *Catholic Schools; Educational Research; Elementary Secondary Education; Media Research; *Models; *Organizational Communication; *Public Relations; *Social Values; Student Needs
IDENTIFIERS- Educational Issues; Illinois; *Media Campaigns; *Program Legitimacy

A study examined the current legitimacy crisis that faces America's educational system and the efforts of one group, Catholic schools, in addressing this crisis. A legitimation model for educational institutions was developed based on the values society calls for in education, and this model was then applied to Catholic schools to see how their current efforts to legitimate themselves match what society deems important. To assess the data collected, various types of public relations materials (annual reports, recruiting materials, newsletters, etc.) from randomly selected Catholic schools (mostly in Illinois, including the Archdiocese of Chicago) were evaluated. Application of the model indicates that Catholic schools effectively address the dimensions of performance, retention, order, and moral standards in their public relations materials. However, the audience that these materials reach, and therefore the audience that the schools seek legitimacy with, is very narrow in scope. If there is an interest by the Catholic Church in a broader audience, a more in-depth and encompassing public relations campaign needs to be undertaken. Findings also support the idea that any organization which attempts to legitimate itself (as the Catholic Church has done in education) must seek relevant information from its publics concerning the values important to persons within that society. These values are the key link to an effective public relations campaign, establishing common ground between the organization and its publics. (Contains 66 references.) (NKA)

ED 374 482 CS 508 693

Pearson, Michael; And Others
The Relationship between Student Perceptions of the Multimedia Classroom and Student Learning Styles.
PUB DATE- 1 May 94
NOTE- 17p.; Paper presented at the Annual Meeting of the Eastern Communication Association (Washington, DC, April 28-May 1, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Style; Communication Research; Computer Uses in Education; Higher Education; Instructional Effectiveness; *Multimedia Instruction; *Student Attitudes; Undergraduate Students

A study explored the extent to which students' learning was facilitated by the use of computerized multimedia presentations in a large lecture course. Subjects, 168 students at a midsize eastern university who enrolled in an introductory mass communication course that used computer assisted media presentations, completed questionnaires about their learning experiences. Results indicated that: (1) learning styles and multimedia presentations were not related; (2) two-thirds of the students reported that they learned more when multimedia was used; (3) virtually all of the remaining one-third of the students were neutral and were evenly distributed across all four learning styles (converger, diverger, assimilator, and

Shared Decision-Making and Student Achievement.
PUB DATE- Apr 94
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Culture Fair Tests; Educational Change; Elementary Secondary Education; Ethnic Groups; Institutional Autonomy; *Participative Decision Making; *Public Schools; *School Based Management
IDENTIFIERS- *Seattle Public Schools WA

The Schools for the 21st Century (C21) Consortium was created in 1988 to produce change within 30 schools in a zone of the Seattle School District. Changes in four areas--staff development, networking among the schools, school-community linkages, and school restructuring--were implemented under "School Focused Leadership," a move toward school-based management. This paper presents findings of a study that sought to: (1) categorize the kinds of decisions that school sites make; and (2) determine the effect of shared decision making on student achievement outcomes, both in terms of overall gain and ethnic gap reduction. To determine the extent to which "School Focused Leadership" was really occurring in the schools, a group of teachers on the C21 advisory council developed a questionnaire and administered it to teachers in 19 C21 elementary schools in 1992. A revised version was administered to teachers in 13 of the C21 schools in 1993. The data show a curvilinear relationship between shared decision making and student achievement. As the C21 schools moved at different rates toward participative decision making, they showed a drop in the ethnic gap reduction (EGR). As they reached a point of greater influence in decision making, EGR scores rose. The data are consistent with other research findings that have found that reduction in student outputs occur as change is initiated and that outputs increase as change is institutionalized. Three figures and one table are included. (LMI)

ED 374 502 EA 026 073

Time for Reform.
PUB DATE- Mar 93
NOTE- 3p.; For the documented study, see ED 354 595.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Change Strategies; *Educational Change; Educational Planning; Elementary Secondary Education; Faculty Workload; Scheduling; School Restructuring; Teaching Conditions; *Time Management; *Time on Task; Work Environment

Parents, teachers, and government officials agree that America's schools must be reformed. However, new research suggests that most reforms will not work without closer attention to one critical resource--time. This document presents findings of a study conducted by the Rand Institute on Education and Training, which found that any reform takes time to formulate, plan, implement, and institutionalize. Because teachers must give first priority to classroom teaching, they must accommodate the new demands of reform into their already tight schedules. Reform conducted on the fringes of the school day, however, will never amount to fundamental change. Four principles for creating the time that staff members need are superintendent roles are emerging. Contains 88 references. (LMI)

ED 374 520 EA 026 094

Murphy, Joseph
Transformational Change and the Evolving Role of the Principal: Early Empirical Evidence.
PUB DATE- Apr 94
NOTE- 50p.; A version of this paper was presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Responsibility; *Administrator Role; Educational Change; *Educational Environment; Elementary Secondary Education; Foreign Countries; Personal Autonomy; *Principals; *School Restructuring; *Work Environment

This paper analyzes the empirical evidence available to date concerning the evolving role of the principal. First, it briefly describes the effects of fundamental reform measures on the work environment of school principals, with a focus on work overload and role ambiguity. The second section unpacks the available body of empirical research to determine how the principal's role is changing as a result of school-improvement efforts. It draws on research from seven countries--Australia, Belgium, Canada, Great Britain, Israel, the United States, and New Zealand. These role changes are categorized as: leading from the center; enabling and supporting teacher success; managing reform; and extending the school community. Finally, the third section examines the dilemmas confronting educational leaders in their quest to restructure schooling. These dilemmas, or areas in which principals have considerable doubt, are described as the complexity dilemma, the search dilemma, the self dilemma, and the accountability dilemma. Contains 83 references. (LMI)

ED 374 521 EA 026 095

Bogotch, Ira E.; Bernard, Jeanie
A Professor-Coach Relationship in Educational Administration: Learning To Lead.
PUB DATE- Apr 94
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Action Research; *Administrator Education; *Educational Administration; *Educational Cooperation; Graduate Study; *Interprofessional Relationship; Mentors

This paper describes how two people, a professor in educational administration and a graduate student who acted as coach, used the coaching process as a part of collaborative action research. It focuses on the professor-coach interpersonal issues of mutual trust, new learning, and autonomy. The graduate student was an expert in coaching methods and a central-office administrator, who observed the professor's teaching behaviors over two semesters. These coach's learning

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *British National Curriculum; Educational Assessment; *Educational Change; Elementary Secondary Education; Foreign Countries; National Competency Tests; *Parent Attitudes; *Parent Influence; *School Choice; *School Restructuring; Standardized Tests
IDENTIFIERS- *United Kingdom

This paper discusses the findings of a United Kingdom study that examined the impact of the 1988 Education Reform Act (ERA) on a group of parents whose children would be most affected by the changes. Between the fall of 1989 and the summer of 1992, five rounds of interviews were conducted with the same sample of 138 parents from 11 different primary schools in a local education agency (LEA) in southwestern England. At the beginning of the study, over 80 percent of respondents were satisfied or very satisfied with their children's schools and felt that teachers were doing a good job. They also did not see themselves as consumers with regard to their children's education. Although they became more familiar with the concept over time, they did not enthusiastically embrace the role. When choosing schools, they were more concerned with the schools' social attributes than with its academic results. Initially, parents felt that standardized assessment would give them more information about their children's progress even though very few understood how it would be carried out. However, by 1992, many parents said that the process was too time-consuming and disruptive to classroom activities. In conclusion, parents' attitudes concerning their children's education have not been dramatically changed by the implementation of the ERA, nor did they wholeheartedly welcome the new legislation. (LMI)

ED 374 542 EA 026 118

Spaulding, Angela McNabb
The Politics of the Principal: Influencing Teachers' School Based Decision Making. Draft.
PUB DATE- Apr 94
NOTE- 40p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Role; Elementary Secondary Education; *Group Dynamics; Interaction; Interprofessional Relationship; Leadership; *Leadership Styles; Organizational Communication; *Participative Decision Making; *Principals; *Teacher Administrator Relationship
IDENTIFIERS- *Micropolitics

This paper presents findings of a case study that explored the micropolitical strategies used by a principal to influence teachers in a school-based decision making context. The selected suburban school was located in the south-central area of Texas and had utilized school-based management for five months. The principal was recommended as effective in facilitating participative decision making. Data were collected through extensive interviews and participant observation. Findings indicate that the principal influenced teachers through the manipulation of teacher suggestions, the use of voting techniques, the planting of information, the exchange of transfer of policies has occurred. It includes: (4) "The Changing International Economy and Its Impact on Education and Training" (David Finegold); (5) "Postschool Training of British and American Youth" (Hong W. Tan and Christine Peterson); (6) "USA and UK Government Policy in Youth Training for the New International Economy: Lessons from Abroad" (Sarah H. Cleveland); and (7) "Education and Training for 16-18 Year Olds in the UK and USA" (David Raffe and Russell W. Rumberger). Part 3 examines individual cases of ET reforms in the United States and United Kingdom. Articles include (8) "The Mission of TECs and Private Sector Involvement in Training: Lessons from Private Industry Councils" (Thomas Bailey); (9) "Employers as an Instrument of School Reform? Education-Business 'Compacts' in Britain and America" (William Richardson); (10) "Top-up Student Loans: American Models of Student Aid and British Public Policy" (Laurel McFarland); (11) "Magnet Schools, Choice, and the Politics of Policy Borrowing" (Anthony G. Green); and (12) "Choice and Market Forces in American Education: A Revolution or a Non-event?" (William Lowe Boyd). Notes on contributors and references are included. (LMI)

ED 374 561   EA 026 140

Corcoran, Thomas B.
Improving the Quality of Work Life in Public Schools.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 86
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Change; Elementary Secondary Education; Job Satisfaction; Organizational Climate; *Organizational Effectiveness; *Productivity; *Public Schools; *Quality of Working Life; *School Effectiveness; *Work Environment

This paper offers a traditional but often neglected view of schools as places of work. It argues that schools are best understood as places where people work and face problems similar to those encountered in other work organizations. Good schools are places where the quality and quantity of work are greater and the work is integrated more effectively. Since learning is the joint product of the work of staff and students, increasing learning requires more or better work by one or both groups. The productivity of workers is affected by the characteristics of work tasks and the work setting. Effective schools share with productive organizations the following characteristics--clear goals, a high task orientation, feedback on performance, high levels of employee discretion, adequate resources, and effective leadership. Achievement, recognition, professional autonomy, and participative decision making also affect employee productivity. In conclusion, understanding how more and better work can be done in the schools is essential to successful reform. (LMI)

ED 374 562   EA 026 141

Roberts, Jane M. E.; And Others
Scenarios of Three Critical Issues.
SPONS. AGENCY- Maryland State Dept. of Education, Baltimore.; Office of Educational Research and Improvement (ED), Washington, DC.

For the Children. Building Partnerships for Special Needs Children: A Parent and Provider Resource.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.
PUB DATE- Dec 93
NOTE- 97p.; A project of Children's Health Services.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Agency Cooperation; Community Programs; *Delivery Systems; *Educational Methods; Elementary Secondary Education; Health Services; *Human Services; *Medical Services; Program Development; *Special Health Problems; Teamwork; Transitional Programs
IDENTIFIERS- Wyoming

This manual provides information to assist individuals in working together more effectively to provide comprehensive services and improve outcomes for children with special health care needs. The manual emphasizes the need for a union of services that places the child and family at the center and exists to provide educational, medical/health, and human services. The manual also emphasizes that promoting such services requires collaboration and commitment from parents, health professionals, educators, administrators, state agencies, elected officials, and concerned citizens. The objectives of the partnership-building process include: (1) strengthen commitment to the developmentand expansion of family-centered, community-based, coordinated services for children with special health care needs; (2) design services that promote transition from childhood to full functional adulthood; (3) define leadership roles; (4) provide training and support to facilitate the development of services; and (5) facilitate and support community level teamwork. Chapters of the manual provide information on the components of a system of services, types of support needed, transition and related issues, parent's role, health and medical services, nurse's role, early and periodic screening, educator's role, and public education laws. The manual concludes with a list of educational terminology and medical terminology. Contains 34 references. (JDD)

ED 374 581 EC 303 301

Boreson, Lynn
A Programming Guide for Emotional Disturbance. Bulletin No. 94324.
PUB DATE- Apr 94
NOTE- 177p.; For evaluation guide, see ED 327 015.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Behavior Modification; *Classroom Techniques; Educational Methods; *Educational Strategies; Elementary Secondary Education; Eligibility; *Emotional Disturbances; Humanistic Education; Individualized Education Programs; *Student Evaluation
IDENTIFIERS- *Wisconsin

This guide defines the state of the art in Wisconsin's intervention programs for infants and toddlers with disabilities, discussions of pertinent Supreme Court cases, and discussions of unpublished cases noted in the book. A table of cases and index are also provided. (JDD)

ED 374 599 EC 303 321

Fiore, Thomas A.; Becker, Elizabeth A.
Promising Classroom Interventions for Students with Attention Deficit Disorders.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Jul 94
NOTE- 215p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Aggression; *Attention Deficit Disorders; Career Education; Classroom Environment; *Classroom Techniques; Cooperative Learning; Earth Science; *Educational Practices; Elementary Secondary Education; *Intervention; Literacy Education; Mainstreaming; Peer Teaching; Self Management; Study Skills; *Teaching Methods; Tutorial Programs; Videodisks; Writing Strategies

This report presents school-based interventions that teachers can employ in regular classrooms to educate students with attention deficit disorders (ADD). The report attempts to compensate for the limitations in the ADD research literature by extrapolating from research on other difficult-to-teach students to identify and describe academic and social skills interventions that are likely to be effective in regular classrooms with students who have ADD. The first chapter provides an overview of the interventions and explains procedures followed in selecting the interventions. Each of the remaining eight chapters focuses on a single intervention program. These include: (1) classwide peer tutoring, (2) early literacy program, (3) "Tribes," (4) self-regulated strategy development in writing, (5) earth science videodisc program, (6) skills for school success, (7) aggression replacement training, and (8) life-centered career education. Each of the eight chapters provides a description of the intervention's purpose, its content and activities, implementation requirements, impact on teachers, significant costs, testimonials of effectiveness, limitations, research support, contact point for more information, and a list of references. To a large extent, the program developers, as well as the teachers and administrators who are using the programs successfully, describe the interventions in their own words. (JDD)

ED 374 600 EC 303 322

Lanigan, Paula
Improving Communication Skills with an Augmentative Communication Program for Primary Severely Physically Impaired Students.
PUB DATE- 27 May 94
NOTE- 93p.; Master of Science Practicum Report, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Augmentative and Alternative Communication; *Cerebral Palsy; *Communication Disorders; Communication

EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Disabilities; Elementary Education; Inservice Teacher Education; *Mainstreaming; Physical Disabilities; Regular and Special Education Relationship; Resistance to Change; Staff Development; Student Evaluation; *Teacher Attitudes; *Transitional Programs; Videotape Recordings
IDENTIFIERS- *Inclusive Schools

This report describes a process for improving the transition of special needs students from their special education setting to that of the regular education classroom in their neighborhood elementary schools. Analysis suggested that parents, administrators, and receiving teachers were apprehensive about the move to total inclusion for special needs children and that current methods of implementing the transitional process were inadequate. Four major strategies were developed to facilitate the transition process: (1) videotaping of individual special needs students and related staff; (2) systematic visitations and meetings involving everyone in the inclusionary process; (3) development of consistent methods of documentation; and (4) staff development. Results suggested that the symptoms of the original problem were not significantly reduced by implementation of the strategies. Acceptance of students with physical disabilities requiring no content modifications in the regular classroom was better than for those students requiring an individual curriculum. Results support the need for a clear philosophy statement about inclusion, more time for staff development, and more uniformity in the delivery system. Teachers' attitudes appeared to be the greatest factor in the success of the inclusive process. Appendices include administrator, teacher, and parent questionnaires; sample letters and forms; and teacher responses. Contains 29 references. (Author/DB)

ED 374 620 EC 303 343

Mann, James; And Others
An Executive Summary and Further Analysis of Mississippi's 1990 Report to Congress under the Development Disabilities Assistance and Bill of Rights Act.
PUB DATE- Feb 94
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Delivery Systems; *Developmental Disabilities; Educational History; Educational Trends; Elementary Secondary Education; Employment Patterns; Expenditures; Federal Aid; Federal Legislation; *Human Services; Mainstreaming; *Participant Satisfaction; Social Integration; *Special Education; *State Programs; Student Placement; Trend Analysis
IDENTIFIERS- Developmental Disabled Assist Bill of Rights Act; *Mississippi

This report offers an executive summary and further analysis of a 1990 report that presented a comprehensive picture of service delivery for persons with developmental disabilities in Mississippi. The 1990 report, which was mandated by the Developmental Disabilities Assistance and Bill of Rights Act Amendments of 1987, analyzed federally assisted and state agency programs and consumer satisfaction and offered recommendations. This executive summary traces the history of Mississippi special education services, integration of students with disabilities, and results of interviews with 300

Recommendations address: the collection and use of data on disproportionate representation; disbanding the classification system; restructuring for a unified system of special and regular education; restructuring for prevention of failure and the redress of disadvantage; assessment in context, for the purpose of modifying and improving services; curriculum and instruction in context; grouping students in schools; and schools as community resources. Contains 198 references. (DB)

ED 374 638 EC 303 363

Strauss, Carol, Comp.
Accessibility: A Selective Bibliography. Reference Bibliography No. 94-1.
PUB DATE- Jun 94
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Accessibility (for Disabled); Architecture; *Building Design; Design Requirements; *Disabilities; Facility Requirements; Legislation; Physical Mobility; Safety; *Standards; Transportation

This updated annotated bibliography of 93 items is intended for people who design spaces and facilities to be accessible for people with disabilities and for those who assure that such facilities are in compliance with regulations. It cites books, chapters in books, articles, and pamphlets, most of which were published from 1988 to 1993. It also includes audiovisual materials, most of which were produced from 1991 to 1993. References usually include bibliographic information, availability information and cost (if available), and a brief annotation. References are arranged alphabetically by author within the following categories: (1) bibliographies and general information; (2) children's environments; (3) home design; (4) legislation and standards; (5) public facilities and the workplace; (6) safety and evacuation; (7) transportation; and (8) audiovisuals. A final section lists 20 sources for further information, including addresses, phone numbers, and brief descriptions. (DB)

ED 374 639 EC 303 365

Teaching Choices: A Curriculum for Persons with Developmental Disabilities.
SPONS. AGENCY- Illinois Planning Council on Developmental Disabilities, Springfield.
PUB DATE- Nov 92
NOTE- 183p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adults; Agencies; Children; Curriculum Development; Daily Living Skills; *Decision Making; *Developmental Disabilities; *Educational Strategies; Elementary Secondary Education; Lesson Plans; Models; *Personal Autonomy; Residential Programs; Self Care Skills; *Self Management; Social Services; Teaching Methods; Vocational Rehabilitation
IDENTIFIERS- *Choice Behavior

This curriculum is intended to provide social service agencies, schools, vocational programs, and other groups concerned with persons having developmental disabilities with guidelines and practical techniques for developing training and support

Language Proficiency; Psycholinguistics; *Second Language Instruction; *Second Language Learning; Sentence Structure; Teaching Methods
IDENTIFIERS- Japan

The purpose of this paper is to examine the process of interlanguage development in Japanese adult learners of English as a Second Language (ESL) in acquisition-poor environments. A total of 353 subjects were divided into 9 groups based on their level of English proficiency and tested to determine: (1) what types of errors Japanese adult ESL learners make as they acquire the English article system; (2) when these errors appear and disappear in the developmental process of interlanguage; and (3) why such errors especially occur in Japanese adult ESL learners in acquisition-poor environments. The study found that co-occurrence and word-order errors sharply decreased once students reached proficiency level three. Underextension and substitution errors were sharply reduced from levels one to four, and persisted in the interlanguage at level nine. Overextension errors were predominant above level four and persisted in the interlanguage. Substitution errors were sharply reduced from level one to level four and persisted at level nine. These findings have important pedagogical implications regarding the organization of the English-language syllabus in Japanese schools. (Contains 63 references.) (MDM)

ED 374 660 FL 022 374

El-Banna, Adel Ibrahim
The Effect of Formal Grammar Teaching on the Improvement of ESL Learners' Writing: An Experimental Study.
PUB DATE- 94
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Students; Education Majors; *English (Second Language); Foreign Countries; *Grammar; Higher Education; Instructional Effectiveness; Second Language Instruction; *Sex Differences; *Writing (Composition); *Writing Skills

A study investigated the effectiveness of teaching formal grammar and grammatical structures on development of writing skills of learners of English as a Second Language (ESL), and examined possible differences between males and females in this regard. Subjects were 97 university ESL students, 48 males and 49 females enrolled in a school of education; two groups were formed, approximately matched in gender composition and English language skills. The experimental group (24 males and 22 females) received intensive grammar instruction for 12 weeks, during an ESL composition course. The control group (24 males and 27 females) was given only the composition instruction. Grammar and composition post-tests were administered to all participants. Results indicate the experimental group males and females performed better on grammar than control group males, but there was no significant difference between experimental group members and control group females. Significantly better writing test performance was found for experimental group subjects overall, but not between experimental group females and control group males or between experimental group males and experimental group females. (MSE)

ED 374 661 FL 022 406

El-Banna, Adel Ibrahim

*Educational Trends; Foreign Countries; *Literacy Education; Nonformal Education; Nonschool Educational Programs; Rural Areas; Rural Education; *Womens Education
IDENTIFIERS- *Turkey

In Turkey today, 93% of all persons between the ages of 6 and 15 attend school, and 89.7% of males and 71.1.% of females over the age of 15 are literate. Turkey's largest adult education programs are public, free, and offered both within and outside the formal educational system by governmental bodies, national institutions, and voluntary organizations. Since the Republic of Turkey's founding in 1923, many government and nongovernment agencies have been supporting or offering programs for adults in literacy, farmers', vocational efficiency, health, family living, women's, and citizenship education. Turkey has public reading rooms designed to serve as lending libraries and meeting places for reading circles, discussions/lectures, and short-term courses. Since 1926, women's education has been supported by a civil code establishing basic gender equality. Training programs for women emphasizing health and family planning operate largely as mobile courses touring villages. Public education centers called people's houses offer adult education activities in areas such as language and literature, fine arts, drama, sports/games, social assistance, literacy and foreign language, library use, and rural activities. Turkey's fifth (present) 5-year development plan includes provisions to integrate the educational system by forming organic relationships between the formal and nonformal educational systems. (Contains 17 references.) (MN)

ED 374 211 CE 066 995

Van Meel, R. M.
Modularization and Flexibilization.
PUB DATE- 93
NOTE- 35p.; For a related document, see CE 067 996.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Curriculum Development; Educational Benefits; Educational Change; *Flexible Scheduling; Foreign Countries; Higher Education; *Learning Modules; Models; *Open Universities; Organizational Development; *Professional Continuing Education
IDENTIFIERS- *Modularization; *Netherlands

Publications in the fields of educational science, organization theory, and project management were analyzed to identify the possibilities that modularization offers to institutions of higher professional education and to obtain background information for use in developing a method for modularization in higher professional education. It was discovered that, in higher education, modularization is generally regarded as a means of organizing programs more efficiently, maintaining/improving program quality, and bringing programs more into line with demand for additional training. Educational innovation was found to go hand in hand with organizational development. Modularization programs were found to consist of three stages. In the first stage, modularization is primarily a matter of policy in which objectives are of paramount importance. It is in this stage that decisions to divide study loads into standardized units are generally made. The second stage of modularization is aimed at the curriculum and is the stage in which diploma requirements and objectives of modularization are finalized on the basis of information about labor market demands. The third stage of modularization is the

To investigate the initial experiences of the various Even Start programs, a project developed a survey that was sent to program coordinators in Ohio. It asked open-ended questions to get descriptions and perceptions of situations that preceded turning point events and the turning point events themselves. Data from eight programs highlighted their diversity. Their turning points were varied, but several themes were identified that seemed significant in successfully achieving turning points. Staff development was critical to successful early program development. Both self-study and development of action plans were effective in increasing staff understanding, facilitating program start-up, and solving problems related to early program delivery. Several programs mentioned that things did not begin to fall into place until appropriate facilities were found. Several program coordinators found that nurturing communication with other complementary agencies was a definite turning point for their programs. State coordinator recommendations for the planning stage were as follows; developing firm, written agreements with cooperating agencies; securing a site; and clarifying with cooperating agencies that provide staff what kind of persons are needed. Insisting that staff experience training and plan instruction together as a team and giving parents ownership of the program in every way possible were recommended. (The instrument is appended.) (YLB)

ED 374 230 CE 067 126

Padak, Nancy; Rasinski, Timothy
Using Evaluation Results To Refine Family Literacy Programs. Occasional Paper #5.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Federal Assistance.
PUB DATE- Jun 94
NOTE- 19p.; For related papers, see CE 067 124-125.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Basic Skills; Decision Making; Early Childhood Education; *Evaluation Utilization; *Literacy Education; Models; Parent Child Relationship; *Parent Education; Parenting Skills; Problem Solving; *Program Evaluation; State Programs
IDENTIFIERS- *Even Start; *Family Literacy; Ohio

Formative, in-process evaluation results can be used to refine or "fine tune" Even Start programs. The assumption is that the programs have obtained comprehensive and appropriate empirical data on the assessment of the program as a whole as well as its specific goals. This six-step model uses evaluation data to improve program delivery. The steps are as follows: (1) convene a planning team of five to eight people who represent various aspects of Even Start delivery; (2) develop a shared understanding about what the local evaluation results mean for or about the program; (3) explore reasons for the results (the problems); (4) generate and evaluate possible solutions; (5) develop and implement the plan for program refinement; and (6) evaluate the success of the plan. Following the presentation and explanation of this model, two fictional examples of the model in action are provided. One describes a program that uses that model to solve the program's retention problems. The second focuses on a program that encounters unexpected problems with Even Start parents' reading ability. (YLB)

ED 374 231 CE 067 127

Career education is designed to balance between delay and choice. By delaying the student's choice of a particular stream, the student keeps open as many options as possible. However, the sooner the choice is made, the sooner the student can pursue an interest in certain professions and the best educational preparation for that profession. A campaign has begun to recruit more students into vocational streams. Every secondary school has to offer career education. All subject teachers must show what their subject means for the different professions. Many secondary schools use work experience programs as part of their career education. The University of Amsterdam has implemented a program to motivate secondary students to attend higher education. The program's four themes are as follows: developing one's possibilities and investing in one's future, choosing a study and a profession, studying at the university, and life at the university. A study has investigated the importance secondary teachers attached to developing values in students. Results show teachers transfer knowledge and skill to students and also stimulate the development of values related to labor. (Contains 15 references.) (YLB)

ED 374 250 CE 067 157

Poole, Millicent E.; Nielsen, Samuel W.
Women's Career Development: Barriers to Learning within the Traditional Workplace.
PUB DATE- Apr 94
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; *Career Development; Educational Discrimination; *Educational Needs; Educational Research; *Employed Women; Foreign Countries; Interpersonal Competence; *Managerial Occupations; *Professional Occupations; Promotion (Occupational); Sex Fairness; *Skill Development; White Collar Occupations; Work Experience

Two phases of related research investigated the nature of women's skill development needs. The first phase examined prior schooling and current and future training needs of managerial and professional women. A questionnaire was administered to an initial sample of 163 and a replication sample of 207. Participants indicated interpersonal, managerial, and specific skills most frequently as areas of current and future training need. Findings suggested that professional and managerial women primarily seek training in a range of general skills that can be used across most white-collar occupations and allow adaptability within a changeable work environment as well as career maintenance and advancement. A second research stage with 130 managerial and professional women addressed three areas: comparison of levels of request for formal training with informal practical experience, learning opportunities for women as influenced by access to appropriate workplace support, and interpersonal training needs. Findings showed a relationship between experiential learning opportunities and priorities for interpersonal skill development. Results supported the hypothesis that women would have most demand for experientially learned skills. Most frequently requested interpersonal skills training was for conflict resolution, leadership, and counseling skills. (Contains 67 references.) (YLB)

"Literacy and International Competitiveness: The Relevance of Canada's Survey" (Hirsch); "Implications for Adult Education" (Morrison); "Literacy and Health in Canada: Contribution of the Survey of the LSUDA (Literacy Skills Used in Daily Activities)" (Rootman); "Literacy and Old Age in Canada: The Results of the LSUDA Survey" (Ross); "Functional Illiteracy: Economic Costs and Labour Market Implications" (O'Neill, Sharpe); "Workplace Literacy: The Results of the LSUDA Survey" (Hawrysh); "Literacy for Workers: A Labour Perspective on Basic Skills" (MacLeod); "Gender, Nativity, and Literacy: Proficiency and Training Issues" (Boyd); and "Literacy Programming and the Survey of Literacy Skills Used in Daily Activities" (Jones). Sixty-two tables/figures are included. (MN)

ED 374 268 CE 067 195

Guidelines and Support Materials for the Acquisition of Computer-Based Adult Literacy Systems.
PUB DATE- 94
NOTE- 48p.; Based on a report by Mary L. Crowley.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Annotated Bibliographies; *Computer Assisted Instruction; *Computer Software Selection; Computer System Design; Computer Uses in Education; Decision Making; *Evaluation Criteria; Foreign Countries; *Instructional Systems; *Literacy Education
IDENTIFIERS- *Canada

This document contains guidelines and support materials to assist potential purchasers of computer-based adult literacy (CBAL) systems as they consider which specific system to purchase. Included in the document are the following: guidelines and evaluation criteria (written in question form) pertaining to seven areas affecting the purchasing decision for a specific adult literacy program, a discussion of the best sources for obtaining the information required to answer the questions, guidelines for using the evaluation criteria, and definitions of selected terms pertaining to CBAL systems. The evaluation criteria/questions are organized under the following category headings: equipment; cost, installation, and licensing; compatibility with the adult literacy program; flexibility; management; documentation and support; and sources of further information about individual CBAL systems. A worksheet designed to be used in developing a purchasing recommendation is also included. Appended are a 22-item annotated bibliography of publications about the use of computers in adult literacy programs and CBAL systems and a chart cross-referencing items in the annotated resources with six integrated learning systems: Autoskill, CCC, Josten's INVEST, PALS (Principle of the Alphabet Literacy System), Pathfinder, and PLATO. (MN)

ED 374 269 CE 067 199

Reading the Future: NLS Partnerships Help Canadians Meet the Challenges of a Changing World.
PUB DATE- Sep 93
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays

ED 374 286 CE 067 224

Reading Charts & Tables. E & I. Pipefitter. Millwright.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 92
NOTE- 183p.; For documents related to this project, see CE 067 219-251.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Basic Skills; Behavioral Objectives; Building Trades; *Charts; Competency Based Education; Electrical Occupations; Individualized Instruction; Instrumentation Technicians; Learning Activities; Lesson Plans; *Literacy Education; *Machine Tool Operators; Machine Tools; Mathematics Instruction; Mathematics Skills; Plumbing; *Problem Solving; Reading Skills; Tables (Data); Technical Education; Trade and Industrial Education; Word Problems (Mathematics)
IDENTIFIERS- *ABCs of Construction Project; *Millwrights; *Pipe Fitters; Workplace Literacy

Developed by the ABCs of Construction National Workplace Literacy Project, these curriculum materials for the areas of electrical and instrumentation (E&I), pipefitter, and millwright contain a lesson that deals with reading charts and tables. The lesson consists of these components: objective, instruction, 10 exercises for E&I, 5 for pipefitting, and 5 for millwright. Three types of problems are provided in each exercise: try it, apply it, and solve it. The charts to which the student is referred in the exercises are attached. The objective for the lesson is for the student to learn to use and apply information from charts. (YLB)

ED 374 287 CE 067 225

Getting Meanings from Context. Electrical & Instrumentation.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 92
NOTE- 42p.; For documents related to this project, see CE 067 219-251.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Basic Skills; Behavioral Objectives; Competency Based Education; Content Area Reading; *Context Clues; *Electrical Occupations; Individualized Instruction; *Instrumentation Technicians; Learning Activities; Lesson Plans; *Literacy Education; Reading Comprehension; Reading Skills; Technical Education; Vocabulary Development; *Vocabulary Skills
IDENTIFIERS- *ABCs of Construction Project; Workplace Literacy

Developed by the ABCs of Construction National Workplace Literacy Project, these curriculum materials for the area of electrical and instrumentation contain three lessons that deal with getting meanings from context. Each lesson consists of an objective, instruction, and exercises. Lesson 1 contains 8 exercises, Lesson 2 has 10, and Lesson 3 has 7. The objectives

Atkinson, Rhonda; And Others
Building Workplace Vocabulary for Pipefitters. Compound Words.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 31 Dec 93
NOTE- 27p.; For documents related to this project, see CE 067 219-251.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; Building Trades; Context Clues; *Definitions; Dictionaries; *Plumbing; Semantics; Technical Writing; Trade and Industrial Education; *Vocabulary Development; Vocabulary Skills; *Word Study Skills
IDENTIFIERS- *ABCs of Construction Project; *Compound Words; *Pipe Fitters; Workplace Literacy

Developed by the ABCs of Construction National Workplace Literacy Project, this fifth-grade level module teaches strategies for finding the meanings of compound words used in technical writing encountered by pipefitters. It also addresses working with words in context and finding definitions with a dictionary. Four exercises are provided. (YLB)

ED 374 312 CE 067 250

Measuring Fractions. Pipefitter.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 92
NOTE- 17p.; For documents related to this project, see CE 067 219-251. Some exercises are in color.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Basic Skills; Behavioral Objectives; Building Trades; Competency Based Education; *Fractions; Individualized Instruction; Learning Activities; Lesson Plans; *Literacy Education; Mathematics Instruction; Mathematics Skills; *Measurement; *Plumbing; Trade and Industrial Education; Word Problems (Mathematics)
IDENTIFIERS- *ABCs of Construction Project; *Pipe Fitters; Workplace Literacy

Developed by the ABCs of Construction National Workplace Literacy Project, these curriculum materials for the occupational area of pipefitter contain a lesson that deals with measuring fractions. The lesson consists of an instruction sheet and three exercises with answer keys. (YLB)

ED 374 313 CE 067 251

Atkinson, Rhonda; And Others
Pipefitting Workbooks.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 31 Dec 93
NOTE- 102p.; For documents related to this project, see CE 067 219-250. Some exercises are in color.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.

adjunct curriculum models; project-related correspondence; project description; study, reading, and writing skills objectives of the two ESP courses developed; diagram outlining the support, transition, and self-sufficiency phases of academic proficiency; project advisory committee (AC) membership list and minutes/agendas of AC meetings; guidelines for ESP course content selection; college skills inventory; activities for language adjunct courses; course descriptions; evaluation issues; project members' resumes; and report on ESL/ESP programs at El Paso Community College. (MN)

ED 374 330 CE 067 301

Teddlie, Jessie; And Others
Evaluation of Single Parent, Displaced Homemaker, and Single Pregnant Women Programs in Texas Public Schools. Final Report.
SPONS. AGENCY- Texas Education Agency, Austin.
PUB DATE- 30 Jun 93
NOTE- 149p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Attitudes; Advisory Committees; Counselor Attitudes; Demography; *Displaced Homemakers; High Schools; Models; *One Parent Family; Outcomes of Education; Participation; *Pregnant Students; Principals; *Program Effectiveness; Program Evaluation; *Public Schools; Questionnaires; State Surveys; Statewide Planning; Teacher Attitudes; Vocational Directors; *Vocational Education
IDENTIFIERS- Carl D Perkins Voc and Appl Techn Educ Act 1990; *Texas

A study evaluated previously funded vocational/applied technology programs to provide marketable skills to single parents, displaced homemakers, and single pregnant women throughout Texas. Program assessment questionnaires were sent to the program directors, administrators, high school principals, counselors, and program advisory committee members associated with programs for the target population in 78 Texas public school districts. Questionnaires were completed and returned by 48 (61.5%) of the projects. More than 90% of the program directors felt that they had implemented 33 of the 36 required program characteristics, and more than 84% of the respondents' programs had implemented all 36 required program characteristics. Among the main findings regarding program demographics were the following: 1,885 (98%) of the 1,927 individuals identified as needing a program were being served, 271 program completers received job placement services, 22% of program leavers were currently employed, and 31% were on welfare. Also during the project, a model was developed that school systems can replicate/adopt to evaluate the degree and quality of marketable skill attainment, educational excellence, and equity of programs/activities. (Ten tables are included. Appendixes constituting approximately 60% of this report contain the following: results of the Delphi analysis, survey instruments, project-developed program evaluation model, and third-party evaluation report.) (MN)

ED 374 331 CE 067 302

Lovelace, Bill E.; Teddlie, Jessie
Evaluation of Gender Equity in Career and Applied Technology Education Programs. Final Report.
SPONS. AGENCY- Texas Higher Education Coordinating Board, Austin.

arise during planning for school-to-work transition opportunities. Each section begins with a brief overview of how the United States approaches the questions to set the stage for a look at how each nation approaches them. The three issues (and related questions) are as follows: (1) policy framework for career guidance (how career development is defined, what institutional systems need to be in place to keep the process alive and well, how to ensure all decisions and services are equitable); (2) information structure for career planning (how to support personal and career awareness as a starting point, ways to help people explore their options and interests directly, what kinds of information everyone needs); and (3) transition from school to work (how to help each person set a tentative career goal, whether there are clear avenues for gaining the necessary skills, what human support systems are available along the way). The appendixes include short profiles of the 32 sites visited by the team, brief descriptions of individual study team members, and a glossary of terms. (YLB)

ED 374 349   CE 067 344

Schaeffer, Esther F.; And Others
Education for Employment in the New Economy. A Report of the Economic Partners Team of the Comparative Learning Teams Project.
SPONS. AGENCY- German Marshall Fund of the United States, Washington, D.C.
PUB DATE- Jun 94
NOTE- 47p.; For other reports in this series, see CE 067 343-347.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Education; Developed Nations; Economic Development; Educational Certificates; *Education Work Relationship; Foreign Countries; Government School Relationship; Job Development; Job Skills; *Job Training; *Labor Force Development; Postsecondary Education; *School Business Relationship; Secondary Education; Standards; Student Certification; Unions; Vocational Education
IDENTIFIERS- Denmark; Sweden; Switzerland

U.S. business, labor, and public policy representatives visited Denmark, Sweden, and Switzerland to study the roles of their counterparts in school-to-work systems. They identified these common strengths: education viewed as an economic investment tool by all partners; strong partnerships of business, labor, and government; voluntary national, industry-driven systems of standards, curricular frameworks, assessments, and credentials; school-to-work transition as part of a broader integrated education and training system; decentralized systems and flexibility; broad and specific skill development; common knowledge, skills, and abilities in the workplace as the basis of common elements or course modules in curricula; consolidation of jobs and industries for defining course curricula; combination of classroom and work-based learning; and compulsory, high quality primary school with technical training available by age 16. Common philosophies also resulted in common concerns: integration of academic/classroom and work component; staff development; communication between educators and industry; tension between broad and specific skill development; inflexibilities in changing national standards and curricular frameworks; and training without jobs. Each country had distinctive differences: role of labor; mix of classroom and work-based components; importance of work-based pay; employer commitments to hire; use of contracts between communication in ten individual interview sessions using a well-explicated model: the SITE (sequential initiating, tracking, and enhancing) skills model. Two men and three women served as voluntary participants for an individual interview session with an art therapist and a separate interview session with a verbal therapist. Investigators recorded 113 observable therapist responses while the total number of SITE responses was 961. Results indicate that art and verbal therapeutic communication used parallel methods and can be evaluated against a common therapeutic standard: the SITE skills model. Although researchers observed differences between these two types of therapy, the pattern of responses was overall more similar than dissimilar. Some other noted similarities included client content control, avoidance of interpretation, and consistent and appropriate responses. Session length and therapist style, especially the art therapist's direct intervention, presented two observable differences in the therapeutic process. It is suggested that verbal therapy and art therapy be used together in a complementary manner. Contains 18 references. (RJM)

ED 374 367 CG 025 608

Griffith, Michael A.; Dubow, Eric F.
Adolescent Coping with Family, School, and Peer Stressors.
PUB DATE- Aug 93
NOTE- 12p.; Paper presented at the Annual Meeting of the American Psychological Association (101st, Toronto, Ontario, Canada, August 20-24, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Adjustment (to Environment); *Adolescent Development; Adolescents; Behavior Patterns; Cognitive Development; *Coping; Daily Living Skills; Defense Mechanisms; Developmental Stages; Family Relationship; High Schools; Junior High Schools; Peer Relationship; *Psychological Patterns; *Self Management; Sex Differences; *Stress Management; *Stress Variables; Student Attitudes; Well Being
IDENTIFIERS- *Avoidance Behavior

In this study, 375 adolescents from the junior high and high school of a Midwestern, semi-rural community were surveyed to investigate: (1) developmental and gender differences in strategies that adolescents use to cope with family, school, and peer stressors; and (2) the relation between coping strategies and outcome. The students were divided into three age groups and completed the Coping Responses Inventory -- Youth Form three separate times for each of three stressors that the adolescents themselves generated from the domains of family, school, and peer stressors. Subjects also rated how upsetting each stressor was perceived to be and how whether the stressor was perceived to be controllable. Results indicated that: (1) adolescents use more avoidance than approach coping strategies for family stressors and more approach than avoidance coping strategies for peer stressors; (2) the use of approach coping strategies increased from 7th to 12th grade for family and school stressors; (3) females used more of both approach and avoidance coping strategies across stressors; and (4) regardless of the type of stressor, approach coping strategies predicted more favorable outcomes and avoidance coping strategies predicted more unfavorable outcomes. (RB)

ED 374 368 CG 025 612

mental health. Also offered are unique, nature-connecting activities which are believed to reduce stress. These nature-connecting activities are then analyzed for their mental health and environmental effects. (RJM)

ED 374 388 CG 025 777

Bauer, Ann Marie
Supportive Counseling for Students Recovering from Substance Abuse.
PUB DATE- Mar 94
NOTE- 14p.; Paper presented at the Annual Meeting of the National Association of School Psychologists (26th, Seattle, WA, March 4-5, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adolescents; Alcohol Abuse; *Counseling Objectives; Drug Abuse; *Drug Rehabilitation; High Risk Students; *Program Attitudes; Program Development; Rehabilitation Programs; Secondary Education; *Social Support Groups; *Substance Abuse

Adults who are recovering from substance abuse usually possess coping skills that adolescents have not yet developed. This paper examines the special needs of adolescents who are recovering from substance abuse. Young people have not had the opportunity to develop healthy social, emotional, and cognitive skills because they are using chemicals at just the time when they are developing these skills. Recovering students may have good intentions when they conclude treatment but they are still developmentally at the age when they started using chemicals. Typically, adolescents move from denial, to compliance, to surrender, and finally, to recovery, as they fight to overcome chemical dependency. Recovery must follow a plan which incorporates physical, spiritual, vocational, and social aspects if the adolescent is to remain drug free. The paper describes the necessary features of recovery groups, such as a focus on fostering insight and support, and outlines desirable steps in forming the group, giving special emphasis to the initiation of members, on maintaining the program, and on evaluating the program (a sample evaluation form is included). Adolescence can be an optimal time for healing because it is a time when developing ideals, values, and morals can be rerouted in positive directions. Contains 24 references. (RJM)

ED 374 389 CG 025 785

Kester, Donald L.
Drug Prevention Training Project for Counselors and Other Suport Services Personnel in the Public School Systems in Los Angeles County, California: Program Evaluation Report, 1991-1992.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jan 93
NOTE- 71p.; For the 1992-1994 report, see CG 025 786.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adolescents; Alcohol Education; *Drug Education; Educational Objectives; Elementary Secondary Education; *Prevention; *Public Schools; School Counselors; *School Personnel; School Psychologists; School Social Workers; Secondary School Students; Substance Abuse
IDENTIFIERS- *Los Angeles County Schools CA

and paper. Yet, only 13% of the subjects chose to view the digitized video as a search strategy. Story type was a significant factor. The sports story had the shortest search time, followed by news and entertainment. The sports story had the fewest search errors, followed by news and entertainment. Findings suggest that locating information in an electronic environment seems to take longer than finding information on paper, and that users need to be convinced that searching digitized audio and video may be a productive strategy. (Contains 81 references, 3 tables, 11 figures of data, and 4 notes.) (RS)

ED 374 408 CS 011 837

Durham, Gigi
Toward a Systematic Method of Measuring Free Recall from Printed News Stories.
PUB DATE- Aug 94
NOTE- 31p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (77th, Atlanta, GA, August 10-13, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Evaluation Methods; Higher Education; Media Research; News Writing; Pilot Projects; *Recall (Psychology); Reliability; Schemata (Cognition); *Text Structure; Validity
IDENTIFIERS- Journalism Research; *News Stories; Text Factors

This paper proposes a systematic method of measuring subjects' free recall from printed hard news stories, based on schema theories of cognition. Citing literature that demonstrates the role of text structures and text schemas in the recall of written text, the paper suggests incorporating these processes into the assessment of recall of news. In the paper, the first steps toward developing such a measure are taken; the procedure hinges on parsing stimulus and response passages according to a schematic news structure. A pilot study of the instrument's reliability and validity (involving 69 undergraduate students) is included in the paper, although further work needs to be done to refine the instrument. Contains 63 references and 2 figures illustrating examples of text structures. The comprehension measure is attached. (Author/RS)

ED 374 409 CS 011 838

Wanta, Wayne; Remy, Jay
Information Recall of Four Newspaper Elements among Young Readers.
PUB DATE- Aug 94
NOTE- 26p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (77th, Atlanta, GA, August 10-13, 1994). Reduced and photocopied reproductions of newspaper front pages in the appendix may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- High Schools; High School Students; Layout (Publications); *Newspapers; *Reading Comprehension; Reading Research; *Recall (Psychology); *Text Structure
IDENTIFIERS- Illinois; Journalism Research

A study examined the ability of 204 students in nine Illinois high schools to process and recall information contained in

Education; Student Surveys
IDENTIFIERS- Educational Issues; Multicultural Materials; Response to Literature; Teaching Research

An ongoing study for the National Research Center on Literature Teaching and Learning, conducted by Alan Purves, Sarah Jordan and others aims to identify the problems and challenges facing teachers and students of culturally diverse texts. It is also trying to determine how best to incorporate multicultural literature into the curriculum, grades 7 through 12. Secondarily, the project documents some of the solutions teachers and students have come up with. The first part of the study consists of two phases: (1) interviews with teachers and students from schools ranging in socio-economic makeup, size and geographical location to determine what they have been reading both in and outside of class; (2) a multiple choice test asking students to read and respond to multicultural texts. Results have shown that multicultural texts occupy a very minimal place in most curriculums, and that students do not generally read for cultural information. In some cases, in fact, they resist multicultural texts. When they like the texts, it is because they have a good ending or the story elicits their sympathy for the characters. The focus of the research in the third and fourth years concerns the ways in which multicultural texts can be taught. The researchers suggest that curriculums should include the teaching of cultural responses as well as cultural literatures. Students should be helped to be made aware of the diversity of texts and approaches to texts in this society. (TB)

ED 374 428 CS 214 501

McCallister, Cynthia
The Language of Classroom Democracies: Assessing Language and Learning within the Student Culture.
PUB DATE- 22 Nov 93
NOTE- 13p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (83rd, Pittsburgh, PA, November 17-22, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Communication; *Cooperation; Primary Education; *Small Group Instruction; Socialization; *Student Participation
IDENTIFIERS- *Discourse Communities; Emergent Literacy; Student Centered Assessment

Anne Haas Dyson's concept of the "child collective" and Colette Daiute's concept of "youth genres" can be useful observational frameworks for better understanding classroom dynamics. In studying classrooms where children are given opportunities to collaborate, Dyson's "child collective" identifies those behaviors that children use to express their own identity in classrooms, which allow children the freedom and flexibility to communicate and interact freely. Similarly, Daiute observes that children have their own means of communicating among themselves, which include the following approaches: (1) playfulness; (2) experimentation and approximation; and (3) affection (i.e., raising of voices, giggling). In observing their own classrooms, teachers will notice that their students indeed have their own means of communicating among themselves. For instance, one group of kindergarten students who were playing a detective game had developed "secret files," which documents more specifically the nature of this troubling confusion. Five main questions were asked, which revealed the following results. First, among faculty there is little consensus about what the terms multiculturalism, inclusion, and diversity mean. Of the respondents, 40% thought the terms were interchangeable. Second, all the respondents agreed that racism and sexism continue to exist among student populations but on a less overt level than in previous decades. Some faculty interviewed expressed a reluctance to respond directly to racism or sexism in the classroom; they prefer to stay neutral in classroom situations. Third, most faculty do not see signs of overt racism in the composition classroom probably because students recognize that it is politically incorrect. Fourth, 53% denied having seen any discrimination on the administrative level. One male professor complained of reverse discrimination; all other complaints came from women or minorities. Fifth, faculty rely primarily on their reading lists to further the goals of multiculturalism, inclusion and diversity. (TB)

ED 374 446 CS 214 520

Guice, Sherry; And Others
Access? Books, Children, and Literature-Based Curriculum in Schools. Report Series 1.13.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Access to Education; Case Studies; Comparative Analysis; Economically Disadvantaged; Elementary Education; *Library Collections; Library Research; *Library Services; *Literacy; Rural Education; Urban Education; *Whole Language Approach

A study investigated access to books for children in schools that described their literacy curriculum as "literature-based." Six schools that served economically disadvantaged children exhibited a wide variation in the number of books available in both school libraries and classrooms. Two of the schools depict the influences on children's access to books. George Washington Elementary School is a large, urban school where almost all of the 700 students are from minority families that have incomes below the federal poverty standards. Playfield Elementary sits 50 miles west in a rural community and enrolls approximately 300 children, most of whom are white, and 70% of whom are from economically disadvantaged families. The library at Washington Elementary has only about 10 books per child, very few recently published reference materials, and virtually no computers for student use. The library at Playfield Elementary has about 20 volumes per child, many new books, and a variety of computers and other technological support. Classroom libraries at the two schools showed a similar disparity. Findings suggest the need for the following supportive conditions: (1) children need a plentiful supply of books, a variety of books, and time to read in school; (2) teachers need financial support for book purchases, curricular support for the use of books, and support through professional development; (3) children and teachers need support from the library; and (4) teachers need to use all that is available. (Contains 15 references.) (RS)

ED 374 447 CS 214 522

Education; *English Curriculum; Intellectual Freedom; Language Arts; Moral Issues; *Public Schools; *Student Rights; Teacher Response; Teaching Conditions
IDENTIFIERS- Controversial Materials; *Educational Issues; *Pressure Groups; Right to Education

Arguing that censorship is not simply an attempt to control what is taught in the schools but also an infringement on the legal learning rights of students, this collection of essays offers insights into how censorship can come about, its impacts and repercussions, and the ways it might be fought. The collection stresses action rather than reaction in guarding the preservation not just of the right to teach, but also of the right to learn. After an introduction by the editor, the essays ar, as follows: (1) "In Defense of the Aesthetic: Technical Rationality and Cultural Censorship" (Philip M. Anderson); (2) "Policing Thought and Speech: What Happens to Intellectual Freedom?" (Jean E. Brown); (3) "Academic Freedom: Student Rights and Faculty Responsibilities" (David Moshman); (4) "Self-Censorship and the Elementary School Teacher" (Kathie Krieger Cerra); (5) "Literature, Intellectual Freedom, and the Ecology of the Imagination" (Hugh Agee); (6) "The Censorship of Young Adult Literature" (Margaret T. Sacco); (7) "Censorship and African American Literature" (Jim Knippling); (8) "Intellectual Freedom and the Student: Using Literature to Teach Differentiation of Propaganda and Persuasion" (Mary Ellen Van Camp); (9) "Censorship and the Teaching of Composition" (Allison Wilson); (10) "Freedom and Restrictions in Language Use" (Roy C. O'Donnell); (11) "Intellectual Freedom and the Theological Dimensions of Whole Language" (Ellen H. Brinkley); (12) "Being Proactive, Not Waiting for the Censor" (Jean E. Brown and Elaine C. Stephens); (13) "The Secondary English Teacher and Censorship" (John M. Kean); (14) "Keeping Abreast in the Trenches: In-Service Censorship Education" (Adrienne C. May and Paul Slayton); (15) "What Do I Do Now? Where to Turn When You Face a Censor" (Robert C. Small, Jr. and M. Jerry Weiss); (16) "Caution, Novice Teachers: The Promotion of Reading, Writing, and Thinking Could Be Grounds for Censorship" (Dee Storey); (17) "Who's Protecting Whom and from What?" (Lynda K. Kapron and Rita E. Paye); (18) "Using Media to Combat Censorship" (Margaret T. Sacco); (19) "Slugging It Out: Censorship Issues in the Third Grade" (C. Jane Hydrick); (20) "Mind-Control Applications of the Constitutional Law of Censorship in the Educational Environment" (Lief H. Carter and Daniel Carroll); (21) "'Hazelwood': Results and Realities" (Mel Krutz); and (22) "The 'Hazelwood' Decision: Thought Control in the High School? Or from 'Tinker to 'Hazelwood', to Chance?" (Ken Holmes). (NKA)

ED 374 464 CS 214 546

Mullin, Joan A., Ed.; Wallace, Ray, Ed.
Intersections: Theory-Practice in the Writing Center.
PUB DATE- 94
NOTE- 209p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Creative Writing; Higher Education; Individualized Instruction; Learning Disabilities; Teacher Student Relationship; *Theory Practice Relationship; Tutoring; Whole Language Approach; *Writing Instruction; *Writing Laboratories
IDENTIFIERS- *Collaborative Learning; Discourse Communities; Social Constructivism

The 15 essays in this book reveal the complexity of teaching accommodator); and (4) 94% of the students reported that the use of multimedia segments made the class entertaining. Findings suggest that the pedagogical benefits of computerized multimedia classroom presentations are equally available to students of all learning styles. (Contains three tables of data.) (RS)

ED 374 483 CS 508 694

Palmerton, Patricia R.; Bushyhead, Yvonne
"It's Not Getting at 'Real'": Exploring Alternative Approaches to Critical Thinking.
PUB DATE- Apr 94
NOTE- 13p.; Paper presented at the Annual Meeting of the Central States Communication Association (Oklahoma City, OK, April 7-10, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Critical Thinking; Cultural Context; Higher Education; Language Role; Logical Thinking; *Thinking Skills; *Western Civilization
IDENTIFIERS- *Evidence; Explicitness; Rhetorical Strategies

Examination of the characteristics of models of Western critical thinking from a different perspective may help educators realize what these models do not allow. Western processes of reasoning are highly Aristotelian, based on Platonic dialectical forms. Relationships of the parts are established upon clearly defined criteria, and the methods tend to be linear. Western logic demands acontextual analyses, and critical thinking urges explicitness to achieve a decontextualized analysis. These methods of critical thinking reflect a low context culture in which individuals discern meaning by attending to clear and explicit signals. In a high context culture, extremely important meanings are embedded within the context. Integration of context into critical analyses is not new, nor is it idiosyncratic to a particular cultural tradition. Most critical thinking texts demand explicitness, but explicitness does not guarantee clarity. Limitations are created when explicitness is a criterion by which legitimacy of evidence is judged. Two additional characteristics of Western methods are the propensity to reject experiential evidence and the tendency to focus on the ability to control the future. An alternative view of critical thinking embodies all of the analyses offered by the Western tradition as well as the whole of experience and respect--for life, for consequences of all action. By denying the legitimacy of other forms of critical analyses, Western methods cannot access powerful and important thought that does not conform to its prescribed forms, and there is no way to evaluate those forms that influence the world in powerful and not necessarily ethical ways. (RS)

ED 374 484 CS 508 695

Brunson, Deborah; Comeaux, Patricia
Principle-Centered Leadership: A Review of the Literature for a Seminar Course in Leadership and Communication.
PUB DATE- 1 May 94
NOTE- 16p.; Paper presented at the Annual Meeting of the Eastern Communication Association (Washington, DC, April 28-May 1, 1994).
LANGUAGE- English

offered: (1) readjust priorities by removing old demands and resisting other reforms that divert time and attention; (2) provide time and resources for teachers; (3) recognize change as a long-term process requiring patience; and (4) create shared time for groups to work together. Drawing on these four principles, specific implications for the roles of the following groups are identified: state education agencies and legislatures should apply a realistic time frame; teachers' unions should advocate a wider range of job descriptions for teachers; foundations and business partners should extend their support over a number of years; school boards should make staff planning time a routine part of the school calendar; school administrators should institutionalize common planning time and provide staff; and teachers and other staff should abandon some existing commitments, and use time slots appropriate to the purpose. (LMI)

ED 374 503 EA 026 074

Character Education.
PUB DATE- 94
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Codes of Ethics; *Curriculum Guides; Educational History; Elementary Secondary Education; *Ethical Instruction; Moral Development; *Moral Values; Socialization; *Values Education
IDENTIFIERS- *Character Education

Character education is a contentious and fractionated topic, yet one that has been revisited with stubborn persistence in the history of American education. To explore the complexity of the character-education debate, this theme issue presents interviews with three national figures. First, a broad perspective is provided by Theodore R. Sizer, who directs the Coalition of Essential Schools and the Annenberg National Institute for School Reform at Brown University. He believes character and intellect are inseparable, describes what good character must be, and discusses the need to restructure education in order to accommodate small communities where a dialogue among staff and students is necessary. He describes the structural constraints that impede educative efforts, such as the press force "coverage" that dominates a school day, and the lack of a sense of community among staff. In the second interview, Kevin Ryan, director of the Center for the Advancement of Character and Ethics at Boston University, seeks a return to a classical curriculum. He believes that study of the great works of literature and history can provide a "moral compass" that is lacking in today's public schools and society. In the third article, James Leming, professor of curriculum and instruction at Southern Illinois University, provides a historical overview of character-education efforts in the United States. He explains why in times of social unrest public attention turns to schooling and character development, and examines the issue of indoctrination. Finally, Florence L. Johnson, director of the National Center for Effective Schools, argues that schools, rather than focusing on character education, should establish strong nurturing support systems for all students, particularly those already at risk. (LMI)

ED 374 504 EA 026 075

concerns were also shared by students and the professor: the lessening needs for clarity and structure; the resolution of tension associated with new learning; the working toward mutual respect; the learning to trust of adult autonomy; and the recognition that change needs time. The coaching-learning process, which initially led to stress, pain, and lack of clarity, evolved into flexibility, an acceptance of complexity, and a renewed appreciation for other ways of teaching and learning. (LMI)

ED 374 522 EA 026 096

Mells, Ronald L.
The Identification of Underlying Cultural Assumptions in an Effective School.
PUB DATE- Apr 94
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Environment; Effective Schools Research; Elementary Secondary Education; Institutional Environment; *Organizational Climate; Organizational Communication; Organizational Effectiveness; *School Effectiveness; Systems Approach; Values

Although educational researchers are beginning to recognize the influence of organizational culture on organizational productivity, the term "organizational culture" has been defined from a variety of perspectives. This paper presents findings of a case study that investigated the cultural characteristics of a junior high school recognized for its effectiveness. The school was located in an urban school district with a 40-50 percent dropout rate. Data were collected through document analysis, observation, and interviews with 25 students, 11 teachers, and 2 administrators (a random sample from a population of 771). Kluchohn and Strodbeck's organizational-cultural paradigm (1961) is used to describe the school's basic assumptions about: (1) humanity's relationship to nature; (2) the nature of reality and truth; (3) the nature of human nature; (4) the nature of human activity; and (5) the nature of human relationships. Teachers expressed the following core values--trust, achievement, openness, innovation, networking, involvement, and recognition. A conclusion is that school culture is a sequence of complex shared behavior patterns that connect the artifacts, core values, and underlying assumptions that form a cultural paradigm. This culture will sustain itself over time as long as the linkages help the school survive. (LMI)

ED 374 523 EA 026 097

Gewirtz, Sharon; And Others
Choice, Competition and Equity: Lessons from Research in the UK.
PUB DATE- Apr 94
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)

principal favor and support for desired teacher behaviors, and the use of expert knowledge. This paper hopes to contribute to an understanding of the political nature of principal-teacher relationships, and to address other educational administration issues, such as professional role expectations, role transitions, and role strain. Contains 42 references. (LMI)

ED 374 543 EA 026 119

Macpherson, R. J. S.
Administrative Policy as Myth.
PUB DATE- May 94
NOTE- 24p.; Paper presented at the International Intervisitation Program in Educational Administration (8th, Toronto, Ontario, Canada, and Buffalo, NY, May 15-27, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Educational Policy; Elementary Secondary Education; Epistemology; Foreign Countries; Hermeneutics; Institutional Administration; *Mythology; Organizational Communication; *Policy Formation; *School Restructuring; Social Control
IDENTIFIERS- *Australia

This paper examines the proposition that administrative policy has the properties of a myth, with myth defined as a grand narrative of explanation and justification. It illustrates the proposition with an example of radical restructuring in a large education system, the Department of Education in New South Wales, Australia. It reviews the testimony of a significant policy maker in education, the Scott Report (1989), and the findings of international research that examined the restructuring of nine education systems. In terms of their attributes, administrative policies appear to be largely societal myths about social order and service, although many examples of identity, eschatological, death-of-god, and other myths were found. When these myths cohere with institutional rules, formal structures, and the external policy context, they appear to generate legitimacy, resources, stability, and the survival of institutionalized organization. Where they do not, the converse appears to be the case and could account for intervention. It is concluded that because myths mediate existential, structural, social, and political perspectives on the "best way to be organized," mythic analysis should be developed as a way of comprehending organization. Contains 41 references. (Author/LMI)

ED 374 544 EA 026 120

Macpherson, Reynold J. S.
Restructuring Accountability: Educative Policy Research into a Politically Incorrect Issue.
PUB DATE- May 94
NOTE- 25p.; Paper presented at the International Intervisitation Program in Educational Administration (8th, Toronto, Ontario, Canada, and Buffalo, NY, May 15-27, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Accountability; Decentralization; Elementary Secondary Education; *Epistemology; Foreign Countries; Participative Decision Making; Policy Formation; School Based Management; *Theory Practice Relationship

PUB DATE- Apr 86
NOTE- 25p.; Paper developed for the Annual Invitational Conference for Boards of Education (Hagerstown, MD, April 1986).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Citizen Participation; *Community Involvement; Community Programs; Educational Trends; Elementary Secondary Education; High Schools; *Personnel Policy; Personnel Selection; Recruitment; *School Personnel

This document was prepared for participants of the 1986 Invitational Conference for Boards of Education in Maryland. It contains three sections that present scenarios dealing with the following issues: staffing, interest group involvement, and secondary schools. Each section includes: (1) a definition or discussion of the issues currently surrounding the topic; (2) a scenario, set in 1995, suggesting one way in which some of these issues might be addressed; and (3) a set of questions that a school board or superintendent might ask to determine what is being done or might be done to address the topic. Scenarios are hypothetical "future histories" that help to focus attention on the details, consequences, or inconsistencies of a critical topic. Three tables are included. (LMI)

ED 374 563 EA 026 142

Firestone, William A.; Wilson, Bruce L.
Administrative Behavior, School SES, and Student Achievement: A Preliminary Investigation.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 89
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Administrator Effectiveness; Educational Administration; *Educational Environment; Elementary Secondary Education; Family Financial Resources; *Family Status; Principals; Socioeconomic Influences; *Socioeconomic Status

The school effects literature is replete with discussions of whether any factors, beyond socioeconomic status (SES), contribute to an explanation of student achievement. Recent attention has focused on the role of the school administrator. One argument is that a strong, controlling principal is a key to improved student performance. Another argument is that, through supportive efforts, administrators can facilitate teachers' work, which in turn affects student achievement. This paper presents findings of a study that examined two related issues--the administrative factors that influence student achievement and the effect of family SES on the working of those factors. Data were obtained from a survey of 175 elementary and 118 secondary southeastern Pennsylvania schools. Findings indicate that, independent of SES, supportive administrative behavior was positively associated with achievement at both the elementary and secondary levels. Tight administrative control over teaching was negatively associated with achievement, but only at the elementary level. In programming for students with emotional disturbances (ED). The guide begins with an overview of the ED assessment process, including screening, referral, multidisciplinary teams, eligibility criteria, and individualized education programs. A chapter on setting up service programs discusses facilities, scheduling, selecting materials, adapting and modifying materials and instruction, student records and confidentiality, communication, working with special education program aides, and stress management. Behavior management information and guidelines for affective education are presented. A section on academic instruction outlines teaching strategies, use of time, strategies for grouping students, grades, supporting students in the general education environment, and career and vocational education/transition. A final chapter of miscellaneous items covers homebound students, disciplinary exclusion, and inclusion. Lists of references and suggested resources accompany many chapters. Appendix A provides tips from teachers on dealing with 13 frequently encountered situations. Other appendixes provide a school intervention checklist, eligibility criteria, state regulations, and reprints of several issues of a Wisconsin bulletin titled "Exceptional Education Information Update." (JDD)

ED 374 582 EC 303 302

Drouin, Francine
Evaluer pour enseigner: a la decouverte d'une pedagogie efficiente aupres de l'eleve sourd (To Evaluate for Instruction: The Discovery of an Efficient Teaching Method for Deaf Students).
PUB DATE- 93
NOTE- 146p.
LANGUAGE- French
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Cognitive Style; *Deafness; Early Childhood Education; *Educational Strategies; Elementary Secondary Education; Foreign Countries; Intervention; Mediation Theory; *Psychoeducational Methods; *Sign Language; *Student Evaluation
IDENTIFIERS- *Francophone Education (Canada); Non European Francophone Areas; *Ontario

This report discusses an approach for the psychoeducational evaluation of students with deafness in the Francophone population of Ontario, Canada. An introduction describes the historical context of education of deaf students and presents the idea that learning a sign language, ideally while the child is very young, furnishes a foundation for subsequently learning to read and write in a second language, French. The report contends that a revision of evaluation strategies is needed, in order to determine: the child's potential, the level of performance achieved, and which teaching strategies will best reduce the gap between the two. Subsequent chapters deal with: (1) the goals of evaluation and the evaluation process; (2) mediation as a central element of evaluation as well as teaching; (3) components of dynamic evaluation including philosophy, preparation, implementation, instruments, and interpretation of results; (4) particular concerns relating to students with deafness, including learning processes and dominant cognitive style and the impact of these concerns on teaching strategies and materials; (5) personalized

Skills; Expressive Language; Motor Development; *Nonverbal Communication; Physical Disabilities; Primary Education; Program Effectiveness; *Psychomotor Skills; Severe Disabilities; Skill Development

This practicum aimed to provide nonverbal students with a communication program to increase expressive language for daily living skills. Target students were four children (ages 6 to 7) with cerebral palsy. The practicum involved introducing children to pleasurable activities that encouraged communication behaviors, showing the children photographs of each activity before and after the activity, assessing the students' ability to alternate eye gaze between the activity and the service provider, teaching students a communicative signal to initiate an activity, teaching students to activate a switch to operate a computer program, having occupational and physical therapists position the students in equipment that facilitated head and trunk control to enhance vocalization and eye gaze, and conducting a group language lesson using a communication board with sequenced pictures of the story. The target group was involved in daily classroom activities over a 12-week period. Students increased their ability to eye gaze at pictures from one out of four attempts to two out of four attempts and increased the ability to give a positive response for an activity to continue by 25 percent. Students did not meet the objective concerning motor skills for computer use. Appendices provide weekly behavioral charts. (Contains 22 references.) (JDD)

ED 374 601   EC 303 323

Rockwell, Judith Marlene
Increasing Grades and Improving the Quality of Writing of 8th Grade Home/Hospital Students with a Comprehensive Writing Curriculum.
PUB DATE- 1 Jul 94
NOTE- 67p.; Master of Science Practicum Report, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Chronic Illness; Grade 8; *Hospitalized Children; Instructional Effectiveness; Junior High Schools; *Writing (Composition); Writing Achievement; *Writing Difficulties; Writing Improvement; *Writing Instruction

This practicum involved developing and implementing a comprehensive writing program to improve the academic achievement and increase the writing ability of five home/hospital students in a central Florida county. The target group of home/hospital students was assigned to an eighth grade language arts class. Writing techniques used to build writing skills via teleclass instruction included: students created an expository essay on a topic of their choice, a "Who am I?" essay, different types of paragraphs, expository and persuasive essays, and biographical compositions; students were introduced to writing resource books; students discussed skills involved in reading to others, listening skills, note-taking skills, and skills for cooperative learning; students learned about the writing process, thinking skills, and types of essays; and students shared their essays and discussed with each other their strengths and weaknesses. Student success was measured by comparing first and second semester grades and scores from the Florida Grade 8 Writing Assessment. An anticipated score of three points or higher on the holistic scoring rubric was not achieved, but a score equivalent to the average score of other eighth grades in the district was achieved, and grade point individuals with disabilities. These individuals represented 17 locations, 14 centers, 11 cities, and 9 counties from the State of Mississippi. Tables accompany text that discusses: Mississippi expenditures on education, health, and social services; special education growth from 1962 to 1992; growth in special education by specific disability groups; racial composition of special education enrollment; educational environments by disability; comparisons of percentages of students in different educational environments among different states; similar comparisons by specific disability groups; consumer satisfaction with residential and vocational services; participation in community and leisure activities; services needed; and employment and income. Recommendations focus on supports to individuals and families, employment and income, aging, education, housing, and prevention. (Contains 28 references.) (JDD)

ED 374 621 EC 303 344

Thomas, Dawn
New Requirements for Developing Individual Education Programs in Head Start. Great Lakes Resource Access Project (RAP).
PUB DATE- Feb 93
NOTE- 51p.; Adapted from "Developing and Implementing Individualized Education Programs in Head Start" produced by Texas Tech University Resource Access Project, Lubbock. Paper presented at the Meeting of the Chicago Metro Association for the Education of Young Children (Chicago, IL, February 3-5, 1994).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Compliance (Legal); *Disabilities; *Economically Disadvantaged; Educational Legislation; Federal Legislation; *Federal Regulation; *Individualized Education Programs; Preschool Education; School Responsibility
IDENTIFIERS- Individuals with Disabilities Education Act; *Project Head Start

This issue of the "Quarterly Resource" focuses on Head Start's role in complying with federal regulation concerning Individualized Education Programs (IEPs) for young children with disabilities. The report spells out the responsibilities of the local education agency and of the Head Start program. It discusses membership on the multidisciplinary evaluation team, elements of the Head Start IEP, parent involvement requirements, and the need for annual goals and behavioral objectives. An appendix compares Head Start regulations for children with disabilities and provisions of the Individuals with Disabilities Education Act, Part B, Subparts D and E. Other appendixes list parent training and information centers and offer a sample IEP. The "Quarterly Resource" report concludes with updates on conferences and workshops relating to education of young special needs children, which took place in Illinois, Indiana, Michigan, Minnesota, Ohio, and Wisconsin. (JDD)

ED 374 622 EC 303 345

Evans, Jennifer; Lunt, Ingrid
Markets, Competition and Vulnerability: Some Effects of Recent Legislation on Children with Special Educational Needs.
PUB DATE- Apr 94
NOTE- 16p.; Paper presented at the Annual Meeting of the American

services that encourage choice-making. Emphasis is on allowing people with disabilities to take as much responsibility for their own decision-making as possible, without forcing them into situations where they are unprepared to cope. The first section looks at the agency's role in such areas as staffing patterns, behavior management, and development of a policy on choice-making. A section on beginning to teach choice-making skills considers learned helplessness, a variety of assessment approaches, a case study, and seven sample lesson plans. The following section provides a step-by-step procedure for identifying the individual's communication mode, identifying available options, evaluating options, developing a "plan of action," and evaluating the experience. A choice-making model worksheet is included. Next, ways to implement the curriculum in residential, vocational, and school settings are detailed. The final sections examine choice-making in sexuality and relationships, self-advocacy, and families. Some sections contain references. (DB)

ED 374 640 EC 303 366

Hegner, David
Life Skills across the Curriculum: Program Description.
SPONS. AGENCY- New Jersey State Dept. of Education, Trenton. Div. of General Academic Education.
PUB DATE- 91
NOTE- 29p.; For the manual, see EC 303 367.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Curriculum; *Daily Living Skills; Field Trips; High Schools; High School Students; Mild Disabilities; *Mild Mental Retardation; Multisensory Learning; Neurological Impairments; Perceptual Impairments; *Prevocational Education; Vocational Evaluation

The program of instruction described in this monograph is intended to help prepare high school students with educable mental retardation or perceptual/neurological impairments with basic skills necessary for employment success. The focus of instruction is on practical living skills, with group and individual instruction in such areas as taxes, banking, applications and forms, computer data entry, driver's education, want ads, job interviews, work attitudes and habits, use of tools, time clocks, budgets, and more traditional academic skills such as reading and math. The program uses a multi-sensory approach and integrates academic and vocational learning. The program also includes a weekly field trip for hands-on training. An inventory of job competency indicators is used to evaluate program participants. (Contains 12 references.) (DB)

ED 374 641 EC 303 367

Hegner, David
Life Skills across the Curriculum: Combined Teacher/Student Manual.
SPONS. AGENCY- New Jersey State Dept. of Education, Trenton. Div. of General Academic Education.
PUB DATE- 91
NOTE- 51p.; For the program description, see EC 303 366.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

The Development and Validation of a Multiple-Choice Translation Test for ESL College Freshmen.
PUB DATE- 93
NOTE- 95p.
LANGUAGE- English; Arabic
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Arabic; *College Freshmen; *English (Second Language); Foreign Countries; Higher Education; Item Analysis; Language Proficiency; *Language Tests; *Multiple Choice Tests; Second Language Instruction; *Test Construction; Test Items; Test Use; Test Validity; *Translation; Uncommonly Taught Languages

The development and validation of a test of English-as-a-Second-Language (ESL) proficiency are described. The measure is a multiple-choice test based on translation of a literary text from English to Arabic and vice versa. Intended for rapid student placement, it is seen as overcoming most of the defects inherent in traditional translation tests. The development process is summarized, including text selection, preparation of items, pilot testing with 240 university ESL students, to generate distractors appropriate to ESL students, and item analysis based on an administration of the test's final form to 92 freshmen ESL students in Egypt. Analyses of test reliability and validity, and item analysis indicate that both English-to-Arabic and Arabic-to-English sections of the test provide good assessment of ESL learners' translation ability. The piloted test, final version, answer sheet and key for the latter, and a revised form are appended. These items are in both Arabic and English. (MSE)

ED 374 662 FL 022 407

Chen, Yueh-miao
Whole Language: Philosophical Belief, Theory and Practice.
PUB DATE- 24 Jun 94
NOTE- 39p.; Figure 1 may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Annotated Bibliographies; Case Studies; *Classroom Techniques; *Educational Philosophy; Elementary Education; Foreign Countries; *Language Attitudes; Literacy; Parent Role; Reading Processes; Second Language Instruction; Second Language Learning; Self Actualization; Student Evaluation; Student Role; Teacher Role; *Teaching Methods; Theory Practice Relationship; *Whole Language Approach

This paper discusses the origin and philosophy of the whole language movement, focusing on the learning theory, language attitudes, language acquisition, and reading processes employed by the approach. The roles of teachers, learners, parents, and student evaluation in the whole language approach are then examined. The paper then addresses how these philosophical and theoretical principles are practiced in the classroom through descriptions of whole language practice at Sunnyslope Elementary School in Phoenix, Arizona. The paper concludes that the whole language approach can be a highly effective technique for first- and second-language instruction. Its ultimate goal is to foster the self-recognition, self-growth, and self-development of individuals to the fullest extent. A 30-item annotated bibliography is included. (MDM) logical elaboration of the decisions made in the first two stages and is the time when decisions at the modular level are made. (Contains 30 references.) (MN)

ED 374 212 CE 066 996

Meel, R. M. van
Project-Based Module Development.
PUB DATE- 93
NOTE- 24p.; For a related document, see CE 067 995.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Computer Assisted Instruction; *Courseware; *Curriculum Development; Foreign Countries; Higher Education; *Independent Study; *Learning Modules; Models; *Open Universities
IDENTIFIERS- Modularization; *Netherlands

A project management design for modularizing higher education at open universities was developed and tested. Literature in the fields of project management and development of modular curriculum materials was reviewed and used as a basis for developing a project-based approach to the process of developing modules for self-instruction. According to the model developed, project management should be regarded as a combination of planning control techniques requiring systematic planning and control of time, quality, information, organization, and money. The module development process consists of the following activities: development of an overall course description; development of a course plan; production and testing of written, audiovisual, and software course materials, readers, and test/examination instruments and harmonization of the materials/course with study support requirements; development of a draft course; development of a finalized version of the course; and publication and distribution of the learning modules. The proposed modularization method has several advantages: it permits optimal use of staff capacity and material resources; it provides a better overview of the various projects involved in the modularization process; and it allows better subsequent costing of each module. (Contains 28 references.) (MN)

ED 374 213 CE 067 023

Social Change and Adult Education Research. Adult Education Research in Nordic Countries 1992/93.
PUB DATE- 94
NOTE- 258p.; For the 1990/91 edition, see ED 351 510.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - General (020),Books (010)
DESCRIPTORS- *Adult Education; *Adult Learning; Adult Literacy; Continuing Education; Distance Education; Dropouts; Educational Legislation; Educational Needs; Educational Policy; *Educational Research; *Education Work Relationship; Employment Patterns; Employment Qualifications; Foreign Countries; Illiteracy; Independent Study; Information Technology; *Job Training; Labor Force Development; Learning Motivation; Learning Processes; Models; Participation; Slow Learners; *Social Change; State of the Art Reviews; Yearbooks
IDENTIFIERS- European Community; Mezirow (Jack); *Nordic Countries; Popular Education

This yearbook contains 18 papers reflecting the major trends in adult education research in the Nordic countries in 1992-93.

Adult Education: Issues for the Future. Proceedings of the University-Based Adult Education Conference (Stellenbosch, South Africa, April 14-16, 1993).
SPONS. AGENCY- International Development Research Centre, Ottawa (Ontario).
PUB DATE- Oct 93
NOTE- 250p.; Also supported by Shell SA (Pty) Ltd.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Accreditation (Institutions); *Adult Education; *Affirmative Action; *College Role; Conference Proceedings; Curriculum; Distance Education; *Educational Policy; Foreign Countries; Futures (of Society); Higher Education; *Rural Education; Teaching Methods; Universities
IDENTIFIERS- *South Africa

These proceedings contain 18 presentations on these main themes: adult education policy, role of universities/adult education centers, affirmative action, accreditation of courses, curriculum, and rural adult education. "Welcome and Introduction" and "Introducing Professor Marjorie Mbilinyi" (Walters) precede the keynote address, "Transformative Adult Education in the Age of Structural Adjustment: A Southern African Perspective" (Mbilinyi). Other presentations are as follows: "Continuity Not Rupture: An Analysis of Adult Education Policy Proposals Emanating from the National Education Policy Investigation (NEPI)" (Walters); "Inserting Feminism into Adult Education" (Wolpe); "University-Based Literacy Theory and Practice in South Africa: Planning the Work" (Prinsloo et al.); "Adult Education Centres--Brokers for University Extension" (Von Kotze, Stanford); "Six Criteria for Non-Formal Course Provision" (Hemson); "The Role of Adult Education in Affirmative Action Policy: What Should We Be Doing to Promote National Equity?" (van Niekerk); "Competing Concepts of Affirmative Action in South Africa" (Castle); "Critical Reflection on CACE's Centre for Adult and Continuing Education's Challenging Racism Work" (Samuels); "Integrating Adult Education for Credit into the Professional Preparation Programs for Adult Education Practice in Lesotho at the National University of Lesotho" (Ntimo-Makara); "Accreditation of Adult and Continuing Education Programs in Institutions of Higher Education in Southern Africa" (Mohapi); "Facilitating Access to the Peninsula Technikon for Adults with Incomplete/Inadequate Secondary Education" (Isaacs); "The University of Namibia's Experiences in the Education of Adults at a Distance--Lessons for Southern Africa" (Beukes); "Texts and Adult Education" (Geidt); "Is the Method Monster Ever a Mouse?" (Smith); "Changing Adult Education Practice through Independent Study" (Saddington); "Issues in South Africa's Future Development" (Matshazi); and "Challenges Facing the Adult Educator and the Rural Masses (Weitz). An overview of the conference provides a summary of three panelists' presentations (Mbilinyi, Naidoo, Millar). (YLB)

ED 374 232 CE 067 128

NOVA 2000. Guidance Plan for SAD 21, 43, 44's Middle and High Schools, Peru and St. A. and St. John's Schools.
PUB DATE- 8 Mar 94
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for

ED 374 251 CE 067 160

Lokan, Jan; Fleming, Marianne
Perceptions of Barriers to Career Choice: Do They Lead to Compromise?
PUB DATE- Apr 94
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Career Choice; Career Education; Foreign Countries; *Goal Orientation; High Schools; Nontraditional Occupations; *Self Evaluation (Individuals); *Sex Stereotypes; Social Status; *Vocational Interests
IDENTIFIERS- *Australia

A study traced changes in preferred occupation over a period of 5 years, from Year 9 (approximately age 14) to the first year beyond high school, for over 3,000 Australian students in a sample of 22 government schools. Reasons for changes in preference were probed in questionnaires administered annually. Interviews of a subsample of students and their parents were conducted during Year 10. Questionnaires were completed by a larger sample of about 600 parents. Analyses of reasons given for changed preferences showed that most commonly the reasons were changes in interests and experiences during work placements or "career" lessons. The important "barriers" in Gottfredson's scheme (1981), gender and social status, were rated among the 5 lowest in importance from the list of 15 reasons supplied. Perceptions of their own abilities were, however, ranked among the top five reasons by the students and had the strongest influence on projected compromises during Year 12. With increasing age, respondents were increasingly more likely to compromise by choosing a related course or job at a lower status level than to change field. Males were much more likely to compromise within gender-stereotyped boundaries than females. Sources of questionnaire items and items used to probe reasons for changes in preferred occupations are appended. (Contains 17 references and 8 data tables.) (YLB)

ED 374 252 CE 067 163

Bond, Meg A.; Pyle, Jean L.
Workforce Diversity: Status, Controversies, and an Interdisciplinary Approach.
PUB DATE- Aug 94
NOTE- 78p.; Paper presented at the Annual Meeting of the American Psychological Association (Los Angeles, CA, August 1994).
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Attitude Change; Corporate Education; *Cultural Differences; *Diversity (Institutional); *Employee Attitudes; *Employer Attitudes; *Employment Practices; *Equal Opportunities (Jobs); Organizational Climate; Personnel Integration; Racial Discrimination; Reverse Discrimination; Salary Wage Differentials; Sex Discrimination

Labor force participation rates, pay inequities, occupational segregation, positions in the hierarchy, interactions between diverse groups, and organizational culture all demonstrate that

(120)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Agency Cooperation; *Agency Role; Cooperative Programs; Educational Cooperation; Foreign Countries; *Literacy Education; Organizational Effectiveness; Organizational Objectives; *Partnerships in Education; Program Implementation; *Public Agencies
IDENTIFIERS- *Canada; Family Literacy; *National Literacy Secretariat (Canada); Workplace Literacy

Canada's National Literacy Secretariat (NLS) develops innovative partnerships to involve voluntary and national organizations, governments, business, and labor in a national effort to make Canada a more literate society. The two main objectives of the NLS are to promote a variety of opportunities for people to improve their reading and writing skills and to make Canada's social, economic, and political life more accessible to people with weak literacy skills. Through its work with Canada's provinces and territories, the NLS has been able to set a national direction for literacy programs, meet local and regional needs in projects addressing national literacy objectives, and support projects with the following objectives: research literacy issues, increase public awareness about literacy, develop new learning materials, broaden the range of Canadians receiving literacy training, and coordinate and share information among groups involved in literacy. NLS partnerships have resulted in literacy programs for young offenders and ex-offenders, persons with disabilities, women, Canada's aboriginal people, and members of ethnocultural communities. NLS partnerships have also resulted in workplace and family literacy programs. NLS defines its success by the quality of its partnerships and works with organizations in all sectors to make plain language the standard for communications. (MN)

ED 374 270 CE 067 201

Curtis, Bert
Working Well Together: Community Colleges in Literacy Partnerships that Work = S'unir pour reussir: Exemples de partenariats efficaces realises par des colleges communautaires dans le domaine de l'alphabetisation.
PUB DATE- 20 Jul 92
NOTE- 64p.
LANGUAGE- English; French
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Reading Programs; Case Studies; Communication Aids (for Disabled); *Community Colleges; Community Education; *Cooperative Programs; Correctional Education; Deafness; Educational Cooperation; Foreign Countries; Functional Reading; Individualized Instruction; *Literacy Education; *Partnerships in Education; *Program Development; Severe Disabilities; Two Year Colleges
IDENTIFIERS- *Canada; Workplace Literacy

This document profiles six successful literacy partnerships between Canadian community colleges and public/private agencies. The following partnerships are examined: an adult basic education program provided through a partnership between New Brunswick Community College and the Correctional Service of Canada; a workplace literacy program offered jointly by George Brown College and the Labour Council of Metropolitan Toronto and York Region; a deaf literacy project sponsored by Red River Community College, the Society for Manitobans with for the lessons are for the student to be able to define unknown words by examining the familiar words that surround them, to use clues given by the author to define unknown words, and to define unknown words through examples in the sentence. (YLB)

ED 374 288 CE 067 226

Finding the Main Idea. Electrical & Instrumentation.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 92
NOTE- 41p.; For documents related to this project, see CE 067 219-251.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Basic Skills; Behavioral Objectives; Competency Based Education; Content Area Reading; *Electrical Occupations; Individualized Instruction; *Instrumentation Technicians; Learning Activities; Lesson Plans; *Literacy Education; *Reading Comprehension; *Reading Skills; Technical Education
IDENTIFIERS- *ABCs of Construction Project; *Main Idea; Workplace Literacy

Developed by the ABCs of Construction National Workplace Literacy Project, these curriculum materials for the area of electrical and instrumentation contain two lessons that deal with finding the main idea. Each lesson consists of an objective, instruction, and exercises. Lesson 1 contains nine exercises, and Lesson 2 has four. The objectives for the two lessons are for the student to be able to find main ideas in paragraphs and passages and for the student to be able to recognize sequence and comparison-contrast paragraph and passage construction. (YLB)

ED 374 289 CE 067 227

Reading Charts & Tables. Electrical & Instrumentation.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 92
NOTE- 85p.; For documents related to this project, see CE 067 219-251. For comparison manual, see CE 067 229.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Basic Skills; Behavioral Objectives; *Charts; Competency Based Education; Electrical Occupations; Individualized Instruction; Instrumentation Technicians; Learning Activities; Lesson Plans; *Literacy Education; Mathematics Instruction; Mathematics Skills; *Problem Solving; *Tables (Data); Technical Education; *Word Problems (Mathematics)
IDENTIFIERS- *ABCs of Construction Project; Workplace Literacy

Developed by the ABCs of Construction National Workplace Literacy Project, these curriculum materials for the area of electrical and instrumentation contain a lesson that deals with reading charts and tables. The lesson consists of an objective, instruction, and 10 exercises. Three types of problems are

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; Basic Skills; Building Trades; Definitions; Mathematics Instruction; *Mathematics Skills; *Plumbing; *Problem Solving; Reading Instruction; *Reading Skills; Semantics; *Trade and Industrial Education; Trigonometry; *Vocabulary Development; Vocabulary Skills; Word Study Skills
IDENTIFIERS- *ABCs of Construction Project; *Pipe Fitters; Workplace Literacy

Developed by the ABCs of Construction National Workplace Literacy Project, these seven workbooks are designed to enhance the basic skills of pipefitters. Reading and Solving Basic Pipefitting Problems #1 defines and uses eight basic terms pipefitters need to know, reviews steps a pipefitter must take to identify and solve a simple pipefitting problem, and includes simple problems to find "take out" and welder's gaps. Reading and Solving Basic Pipefitting Problems #2 reviews seven basic terms pipefitters need to know, uses each term while solving 45 pipefitting problems, introduces a five-step method to solve pipefitting problems, and provides practice exercises. Practicing Problem Solving for Pipefitters uses pipes velcroed onto a wall to practice real pipefitter problems, using the five-step method. Exercises are designed to help the worker transfer the method to handling a real-world pipefitting problem. Basic Vocabulary for Pipefitters depicts and explains 11 terms and has a fill-in-the-blanks exercise. Basic Trig for Pipefitters explains right angles, teaches the worker how to "see" one in pipe elbows, reviews what the sides of a triangle are called, practices how to see them in a pipe elbow, shows the worker how to use a trigonometry chart to find tangents, and includes practice exercises. Reading and Solving Pipefitter Take Out Problems shows what a "take out" is, provides exercises on finding one, shows how to read "The Pipefitters Blue Book" to find tangents, and provides practice exercises. Reading and Solving Basic Pipefitting Problems # 3 introduces four steps to solve simple offset problems when the elbows are not 45 or 90 degrees and provides simple offset examples and problems. (YLB)

ED 374 314   CE 067 252

Stock, Arthur
Lifelong Learning: Thirty Years of Educational Change.
PUB DATE- 93
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adult Education; *Educational Change; Educational Objectives; *Educational Philosophy; *Educational Policy; Educational Practices; Educational Principles; Essays; Foreign Countries; *Government School Relationship; *Lifelong Learning; Modernism; Role of Education; Romanticism; Social Change
IDENTIFIERS- *Great Britain

In the 1960s, most individuals engaged in adult education in Great Britain were romantics in the sense that they considered the impetus of the field to be not just to remedy deficits, make up for inadequate educational resources in the broader society, or meet new needs but also to make learning part of the process of social change itself. Self-selection was advocated as the only student selection criterion, and the

Community Colleges and Technical Institutes Div.
PUB DATE- 30 Jun 93
NOTE- 144p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Attitudes; *Career Education; Consortia; Counselor Attitudes; Demography; High Schools; Instructor Coordinators; *Models; Principals; *Program Effectiveness; Program Evaluation; *Public Schools; Questionnaires; *Sex Fairness; Special Needs Students; State Surveys; Statewide Planning; *Technology Education; Vocational Directors
IDENTIFIERS- Carl D Perkins Voc and Appl Techn Educ Act 1990; *Texas

A study examined the extent to which Texas vocational/applied technology programs and statewide and regional services and activities designed to eliminate sex bias and stereotyping are meeting students' needs. Questionnaires were sent to the directors/coordinators of 21 funded sex equity programs, administrators of career and technology education programs of 117 public secondary schools, and directors of Texas' 8 vocational consortia. Usable responses were received from 18 (88%) sex equity programs, 17 (14.5%) school districts, and all 8 vocational consortia. It was discovered that all of the required gender equity program characteristics were being implemented by more than 50% of the funded projects and responding secondary schools. It was concluded that, although progress is being made in eliminating sex bias and stereotyping in secondary career and applied technology programs and in increasing student enrollments in nontraditional programs, Texas' current system for reporting gender equity-related data remains inadequate. A model was developed for Texas' school systems to use in evaluating the extent and quality of programs/activities to eliminate sex bias and stereotyping. (Twelve tables are included. Appendixes constituting approximately 50% of this report contain the following: Delphi questionnaires, survey instruments, lists of responding program directors and school districts, and project evaluation report.) (MN)

ED 374 332 CE 067 305

Teddlie, Jessie; And Others
Informing Students about Nontraditional Careers. A Resource Manual.
SPONS. AGENCY- Texas Education Agency, Austin.
PUB DATE- 30 Jun 93
NOTE- 214p.; For an earlier guide, see ED 303 658.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Role; Annotated Bibliographies; Audiovisual Aids; Career Awareness; *Career Guidance; Cooperative Planning; Coordinators; Counselor Role; Curriculum Development; Educational Legislation; Educational Planning; Educational Strategies; Federal Legislation; *Information Dissemination; Information Sources; Instructional Materials; Learning Activities; Needs Assessment; *Nontraditional Occupations; *Occupational Information; Resource Materials;

employers and youth; and employer incentives. Next steps for the U.S. Government, employers, and labor were identified. (YLB)

ED 374 350 CE 067 345

Partee, Glenda; And Others
Designing Quality Programs: International Lessons on Youth Employment Preparation. A Report of the Designing Quality Programs Team of the Comparative Learning Teams Project.
SPONS. AGENCY- German Marshall Fund of the United States, Washington, D.C.
PUB DATE- Jul 94
NOTE- 80p.; For other reports in this series, see CE 067 343-347.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Apprenticeships; Career Development; Comparative Education; Coordination; Developed Nations; Educational Cooperation; *Educational Quality; *Education Work Relationship; Foreign Countries; Job Skills; *Job Training; Labor Force Development; Postsecondary Education; *Program Design; School Business Relationship; Secondary Education; *Vocational Education; Work Experience Programs
IDENTIFIERS- Denmark; Germany; Sweden

This report presents findings of an investigation of the design of programs and systems that prepare young people for work in Denmark, Germany, and Sweden. An introduction and overview of investigating programs and options for youth employment preparation are followed by a discussion of indicators embodied in a high quality program in school-to-work transitions: program completers experience high levels of success; quality inputs and up-to-date content and instruction ensure programs meet needs of youth and employers; flexible designs, diverse ways of organizing learning, and program supports ensure the greatest success for the maximum number; the program is structured to provide multiple options and decision points to accommodate changes in plans and emphasis, ensure development of broad-based skills, and provide access to higher education and further training; mechanisms exist for informed decision making by all partners; instruction reflects best practice and knowledge; and mechanisms are in place for ensuring accountability. The next three sections describe the essential elements of systems that support a high quality learning program of career preparation in Denmark, Germany, and Sweden. Each section discusses content and structure of the learning experience and strategies to ensure success and motivation of all youth (Denmark and Sweden) or challenges for the vocational system (Germany). Finally, conclusions and implications for practice and program design in the United States are drawn. (YLB)

ED 374 351 CE 067 346

Jenkins, Davis; And Others
The Role of Standards, Assessment and Credentialing in Educating the High Performance Worker: Lessons from Denmark and Great Britain. A Report of the Standards Team of the Comparative Learning Teams Project.
SPONS. AGENCY- German Marshall Fund of the United States, Washington, D.C.
PUB DATE- Jun 94
NOTE- 123p.; For other reports in this series, see CE 067 343-347.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.

Malchiodi, Cathy A.
Medical Art Therapy: Defining a Field.
PUB DATE- 93
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Art Therapy; Cancer; Child Health; Childrens Art; Creative Expression; Diseases; Helping Relationship; *Medicine; Painting (Visual Arts); Patients; Therapeutic Environment; Therapeutic Recreation; Therapists
IDENTIFIERS- *Art Therapists; *Healing; Healing Effect; Somatic Alteration

Although art therapy has traditionally focused on the use of art expression in psychotherapy, the practice of medical art therapy has begun to grow rapidly. This paper provides a brief overview of the emerging specialty of medical art therapy and its importance as a counseling tool with people suffering from serious health problems. The paper examines the theory, practice, application, current research, and directions for this field's future, along with an emphasis on the contributions of medical art therapy as part of the health care of patients with serious and life-threatening physical illness. Healing according to the paper, extends beyond blood chemistry or the eradication of tumors; healing involves becoming whole both physically and psychologically. The greatest impact of medical art therapy could be in art's ability to synthesize and integrate client issues such as pain, loss, and death. The medical art therapist or clinician help patients achieve this synthesis through art making and the creative process. The use of art expression in conjunction with a total medical treatment program may be one of the most viable avenues through which patients can find true healing in their lives. (Contains 39 references.) (RJM)

ED 374 369 CG 025 613

Pryor, Carolyn B.
Family-School Bonding and Student Success.
PUB DATE- 7 Apr 94
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (75th, New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Elementary Secondary Education; *Family School Relationship; Parent Participation; Parents; *Parent School Relationship; Performance; *School Attitudes; School Community Relationship; School Effectiveness; School Involvement; Schools; *Student School Relationship

A study of 310 ninth grade students and their parents in five communities was conducted to look at the relationships between parent-school bonding, student-school bonding, academic achievement, and other variables. Questionnaires were developed for both parents and students asking questions about attachment, commitment, beliefs about school, participation in school events, and communication from the school. Focus groups and telephone interviews provided additional information about family-school relationships. Results indicated: (1) the greater the parents' bonding to school, the greater the student's bonding; (2) student bonding was closely related to academic achievement; and (3) there is no direct relationship between

This Drug Prevention Training Project focused on teaching school personnel to work with students involved in drugs and/or alcohol. This report evaluates the success of this effort which took place during the 1991-1992 academic year. The Project sought to accomplish six objectives: (1) recruit and train 800 school counselors, psychologists, nurses, and social workers; (2) hold eight half-day follow-up regional training meetings; (3) have at least 80% of the participants express increased confidence in counseling students referred to them for drug involvement; (4) build four regional support networks; (5) develop a script outline for program transmission via satellite; and (6) present to participants a model student database and tracking system. All six tasks were completed and the evaluator judged the program a success. Organizers completed all objectives and participants rated highly the training they received. Included in this evaluation are six appendices which feature copies of meeting announcements and agendas, evaluation results, resources, networking plans, and a networking directory. (RJM)

ED 374 390 CG 025 786

Kester, Donald L.
Educational Support Services Personnel Drug Prevention Training Project in the Public School Systems in Los Angeles County, California: Program Evaluation Report, 1992-1994.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jun 94
NOTE- 73p.; For the 1991-1992 report, see CG 025 785.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adolescents; Alcohol Education; *Drug Education; Educational Objectives; Elementary Secondary Education; *Prevention; *Public Schools; School Counselors; *School Personnel; School Psychologists; School Social Workers; Secondary School Students; *Substance Abuse
IDENTIFIERS- *Los Angeles County Schools CA

This Drug Prevention Training Project focused on helping school personnel work with students involved in drugs and/or alcohol. This report evaluates the success of this effort which took place during the 1992-1994 academic years. The Project sought to accomplish five objectives: (1) recruit at least 800 school counselors, psychologists, nurses, and social workers in 15 regional training meetings, and train them in drug prevention and intervention techniques and procedures; (2) have at least 80 percent of the participants expressing increased confidence in counseling students referred to them for drug and alcohol involvement; (3) support four previously established regional networks for school counselors, psychologists, nurses, social workers, and other school personnel responsible for drug prevention and intervention; (4) make participants more knowledgeable about local and regional drug prevention, drug treatment, and drug education resources; and (5) explain the Los Angeles County of Education developed model student substance-abuse database and tracking system to participants and encourage them to use it. Organizers met all five project objectives and the external program evaluator deemed the project successful. Participants also highly rated the training that they received. Included in this evaluation are seven appendices which feature copies of meeting agendas, resources, and samples of drug abuse surveys. (RJM)

ED 374 391 CS 011 818

four newspaper elements: story texts, graphics, index boxes and pullout quotes. Students were randomly assigned to read the front page of one of 20 newspapers and answer questions based on information in the stories. Students generally recalled information in pullout quotes most efficiently and information in graphics least efficiently. Overall, subjects did well when information was repeated in stories and other elements (such as pullout quotes). Graphics, on the other hand, may have been too complex for subjects to process efficiently. (Contains 22 references and three tables of data. Examples of three newspapers are attached.) (Author/RS)

ED 374 410 CS 011 839

Hilty, Patricia
Developing an Early Intervention Reading Program for the Primary Grades of a Public School.
PUB DATE- 94
NOTE- 59p.; M.S. Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Cooperative Learning; *Early Intervention; *High Risk Students; Primary Education; Program Effectiveness; Public Schools; Reading Achievement; Reading Aloud to Others; *Reading Improvement; *Reading Programs

A practicum analyzed possible alternatives to identify the most successful reading intervention strategies before a child's development and learning is seriously or permanently impaired. K-3 students were identified for an early intervention reading program in a public school setting, through the Students Study Team, which was expanded to include specialists, parents, and categorically funded staff, so that students could receive reading intervention long before they had failed sufficiently to require placement in special education. Students read to, and were read to, by teachers and participated in cooperative learning groups for about seven weeks. Although the program took place at the end of the year, staff, parents, and children felt the program was successful and merited expansion from K-3 to K-12 for the following year. (Contains 44 references. Appendixes present pre- and posttest instruments, a parent survey, a calendar of activities, and a description of performance levels for reading.) (Author/RS)

ED 374 411 CS 011 840

Hesson, Linda Hampton; Holman, David
Race and Gender Differences in Cognitive Laterality: Implications for Leadership.
PUB DATE- Aug 94
NOTE- 17p.; Paper presented at the Annual Meeting of the National Council of Professors of Educational Administration (Indian Wells, CA, August 8-13, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Black Students; Brain Hemisphere Functions; *Lateral Dominance; *Racial Differences; *Reading Comprehension; Reading Research; Secondary Education; *Sex Differences
IDENTIFIERS- African Americans

Replicating research completed in 1986, a study determined the relationship among cognitive laterality, gender, and reading were coded so that only they could read them. A number of transcribed conversations among students furthermore shows them identifying and sharing common problems as "kids." The challenge to teachers is to structure classrooms so that students have the opportunity to use exploratory language and to construct knowledge. In an important study, William Corsaro emphasizes the importance of teachers setting up boundaries within which a peer culture can develop. (TB)

ED 374 429 CS 214 502

McCallister, Cynthia
Assessing Ourselves First: Developing Teaching Portfolios To Document Change.
PUB DATE- 10 Mar 94
NOTE- 10p.; Paper presented at the Annual Spring Conference of the National Council of Teachers of English (Portland, OR, March 10-12, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Higher Education; Methods Courses; *Portfolios (Background Materials); Program Descriptions; *Student Evaluation; Teacher Student Relationship; Writing Assignments; Writing Processes
IDENTIFIERS- *Portfolio Approach; State University of New York Coll at Fredonia; Writing Contexts

An instructor of an undergraduate literacy methods course included a portfolio as a component of assessment. Based on a review of the literature and the elements of the portfolio assessment program used in the General College Program at the State University of New York College at Fredonia, the instructor adapted the portfolio process for her course. Students were given a draft of the guidelines for portfolio content and were instructed to make an effort to develop their own portfolios according to personal needs and interests. The first entry in the portfolio was a standard "entry paper" in which students explored past learning experiences, the relevance of these past experiences, and personal goals and expectations for the course. Students were also asked to include a written reflection elaborating their work process for each work sample assigned throughout the course. The final component of the portfolio is a reflective assignment which gives students the opportunity to take stock of what has been learned. Portfolios helped the instructor to "decenter"--to step away from her own perspective as an instructor. Reading the portfolios, the instructor became aware of how the course was influencing students. (RS)

ED 374 430 CS 214 503

Dyson, Anne Haas
The Ninjas, the X-Men, and the Ladies: Playing with Power and Identity in an Urban Primary School.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Aug 94
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

Lurkis, Elisa
Gender and the Rhetoric of Reproduction in Popular Science Texts.
PUB DATE- Mar 94
NOTE- 10p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (45th, Nashville, TN, March 16-19, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Feminism; Higher Education; *Language Role; *Metaphors; Political Socialization; Popular Culture; *Rhetoric; Rhetorical Criticism; *Sex Role
IDENTIFIERS- Male Female Relationship; *Rhetorical Stance; *Science Writing

In academia, theorists in rhetoric are interested in viewing how race, gender, and class come into play in the language of literature. The same might be done with popular science texts. A rhetorical analysis of "Sperm Wars," a popular science article published in "Discover" magazine, suggests that cultural assumptions inform the language of science as well as the language of the humanities. In fact, the politically-charged metaphors employed by scientists stand to cause harm as they reinforce certain cultural assumptions as "natural," rooted in biology. The metaphors that dominate this article are: (1) sperm as militaristic entity, combatting and battling its way to victory; (2) sperm as strong, sexual aggressor, staunchly pursuing its goal amidst unspeakable danger; (3) sperm as representative of capitalistic, economic theory, competing against or working as team player with his sperm coworkers. The metaphors used to discuss the egg, however, remain consistent through the article. Whenever an egg is mentioned, which is not often, the language depicts images of nurturance and passivity. While the female metaphors reinforce narrow notions of femininity, the male metaphors naturalize military action. Within a culture whose government spends more money on militaristic endeavors than any other nation in the world, to look at sperm as another militarized zone is to permit and condone militaristic government action. Other metaphors naturalize economic notions such as competition, means of production, cost effectiveness, quality control, and mass production. Science should avoid such evaluative language and metaphor. (TB)

ED 374 448 CS 214 523

Ornatowski, Cezar M.
Reinventing a Nation: The Rhetoric of Political Transformation in Poland.
PUB DATE- 28 Mar 94
NOTE- 18p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (45th, Nashville, TN, March 16-19, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Objectives; Foreign Countries; *Freedom of Speech; Language Role; Political Issues; Political Power; *Rhetoric; *Rhetorical Criticism; *Rhetorical Invention
IDENTIFIERS- *Poland

In the wake of the collapse of the Soviet Union and the fall of writing, with some contributors calling into question the gap between classroom theory and classroom practice as seen through students' and tutors' perspectives. The book analyzes the cornerstone of theory and proposes a reexamination of some taken-for-granted composition practices. After an introduction ("The Theory behind the Centers" by Joan A. Mullin), essays in the book are: (1) "Writing Center Practice Often Counters Its Theory. So What?" (Eric H. Hobson); (2) "Collaborative Learning and Whole Language Theory" (Sallyanne H. Fitzgerald); (3) "The Creative Writing Workshop and the Writing Center" (Katherine H. Adams and John L. Adams); (4) "The Writing Center and Social Constructivist Theory" (Christina Murphy); (5) "Collaborative Learning Theory and Peer Tutoring Practice" (Alice M. Gillam); (6) "Writing Others, Writing Ourselves: Ethnography and the Writing Center" (Janice Witherspoon Neuleib and Maurice A. Scharton); (7) "Text Linguistics: External Entries into 'Our' Community" (Ray Wallace); (8) "Learning Disabilities and the Writing Center" (Julie Neff); (9) "Individualized Instruction in Writing Centers: Attending to Cross-Cultural Differences" (Muriel Harris); (10) "A Unique Learning Environment" (Pamela Farrell-Childers); (11) "Buberian Currents in the Collaborative Center" (Tom MacLennan); (12) "'The Use of Force': Medical Ethics and Center Practice" (Jay Jacoby); (13) "The Politics of Otherness: Negotiating Distance and Difference" (Phyllis Lassner); (14) "Literacy and the Technology of Writing: Examining Assumptions, Changing Practices" (Joan A. Mullin); and (15) "Tutor and Student Relations: Applying Gadamer's Notions of Translation" (Mary Abascal-Hildebrand). (RS)

ED 374 465   CS 214 547

Shanahan, Timothy, Ed.
Teachers Thinking, Teachers Knowing: Reflections on Literacy and Language Education.
PUB DATE- 94
NOTE- 210p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Cultural Differences; Elementary Secondary Education; *English Instruction; *English Teacher Education; Higher Education; Professional Development; *Student Evaluation; Teacher Role; Teaching (Occupation)
IDENTIFIERS- *Teacher Researchers

Growing out of a 1992 conference that attracted teachers and educators from around the world, this book presents 13 essays which share the insights of 16 leading university scholars and teacher-researchers regarding the re-emergence of teacher education as a central focus in the field of English education. The book explores what teachers of the English language arts must know to be effective, how such knowledge can best be assessed, and the impact of cultural differences in the classroom, as well as preservice and inservice training and the roles of the university and the teacher-researcher. The book discusses methods of supporting teacher development such as the study of cases, teacher groups, ethnographic research in the classroom and community, and teacher lore. After some preliminaries concerning teacher thinking, essays in the book are: (1) "Knowing, Believing, and the Teaching of English" (Pamela L. Grossman and Lee S. Shulman); (2) "Producing and Assessing Knowledge: Beginning to Understand Teachers' Knowledge through the Work of Four Theorists" (Anthony Petrosky); (3) "Teacher as Learner: Working in a Community of Teachers" (Judy Buchanan); (4) "Is There a Problem with Knowing

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Course Content; Course Descriptions; Ethics; Higher Education; *Interpersonal Communication; *Leadership; Seminars; Undergraduate Students
IDENTIFIERS- Capstone Programs; *Educational Issues

This paper presents a series of handouts that were developed for a senior seminar capstone course in communication entitled "Leadership and Communication." The paper pinpoints the increasing interest in the areas of "leadership" and "ethics" as areas of study and research in universities, and suggests that these two areas merge in what the current paradigm of leadership study describes as "principle-centered leadership." The paper presents the course syllabus, the weekly class schedule, quotes on leadership and communication, a list of the characteristics of principle-centered leaders, questions for discussion on a video entitled "The American Story," an interview with James MacGregor Burns, the title page from the premier issue of "The Journal of Leadership Studies," and a 23-item bibliography. The paper notes that materials were selected which focus on a principle-centered approach by exploring different issues of leadership in a variety of contexts, such as values, ethics, diversity, human dignity, and civic responsibility. (RS)

ED 374 485 CS 508 696

Bowen, Michelle; Laurion, Suzanne
Incidence Rates of Sexual Harassment in Mass Communications Internship Programs: An Initial Study Comparing Intern, Student, and Professional Rates.
PUB DATE- Aug 94
NOTE- 44p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (77th, Atlanta, GA, August 10-13, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- College Students; Communication Research; Comparative Analysis; Higher Education; *Internship Programs; Interpersonal Communication; *Mass Media; Sex Differences; *Sexual Harassment; Surveys
IDENTIFIERS- *Professional Concerns

A study documented, using a telephone survey, the incidence rates of sexual harassment of mass communication interns, and compared those rates to student and professional rates. A probability sample of 44 male and 52 female mass communications professionals was generated using several random sampling techniques from among professionals who work in Tampa, Florida and who completed a mass communication internship program while an undergraduate or graduate student. Results indicated that (1) the percentage of respondents who reported experiencing at least one form of sexual harassment in their roles as students, interns, and professionals were 32%, 49%, and 65% respectively; (2) the majority of self-reported incidents of sexual harassment were most often minor; (3) the hypothesis that more individuals would be harassed as interns than as students or professionals received some support; (4) women experienced more incidents of sexual harassment than men in all three roles, but the difference was only statistically significant for professionals; (5) males were more often the perpetrators of

Eubanks, Eugene; Parish, Ralph
Changing the Discourse in Schools.
PUB DATE- Apr 94
NOTE- 35p.; Paper presented at the Annual Meeting of the Americ
  Educational Research Association (New Orleans, LA, April 4-8,
  1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays
  (120),Speeches, Conference Papers, "Papers Presented at..."
  (150)
DESCRIPTORS- *Access to Education; *Educational Change;
  Elementary Secondary Education; *Equal Education; Grouping
  (Instructional Purposes); Racial Discrimination; School
  Restructuring; Sex Discrimination; *Social Stratification;
  Socioeconomic Status

Efforts in the United States to provide a higher quality education for everyone regardless of race, class, and gender have had, at best, a very modest effect. This paper suggests that the effect of a change strategy depends on the discourse (how things are talked about when teachers solve problems, plan their work, create policy, and explain things to one another). Discourse I in schooling cultures is a discourse about how to do the present work of schools better. Discourse II is a discouse about how to create demystified schooling. Discourse I relates to conventional and traditional teaching and organizing of schools. Discourse II relates to creating a transformed school that is about learning-learning for everyone there: an organization whose purpose is to educate so the results no longer correlate with social class, race or gender. It is argued that traditional education is based on the cultural myth of the American Dream, which legitimizes stratification by race, class, and gender. The challenge is how to change the work of schools. This requires a fundamental change in the way schools are restructured, teachers developed, and leadership provided. New conditions and relationships must be created through substantive systemic change, which begins with a new and different discourse. (LMI)

ED 374 505 EA 026 076

Cutler, William W., III
Staying the Course: The Home, the School, and the Politics of
  Gender: PTAs and Boards of Education in Philadelphia and Its
  Suburbs, 1905-1930.
PUB DATE- Apr 94
NOTE- 39p.; Paper presented at the Annual Meeting of the American
  Educational Research Association (New Orleans, LA, April 4-8,
  1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."
  (150),Historical Materials (060)
DESCRIPTORS- Activism; *Boards of Education; Educational History;
  Elementary Secondary Education; Family School Relationship;
  *Females; Local Issues; Political Influences; Political Issues;
  *Politics of Education; *Social Action; Volunteers
IDENTIFIERS- *Pennsylvania (Philadelphia); Philadelphia School
  District PA

This paper describes the role of gender in the politics of American education, as carried out in Philadelphia and its suburbs from 1905 to 1930. It discusses volunteerism as a way of life for middle-class American women in the 19th century, particularly within the realm of education. Women were able to

DESCRIPTORS- *Access to Education; Educational Change; Educational Equity (Finance); *Educational Opportunities; Elementary Secondary Education; Foreign Countries; *Free Enterprise System; Parent Influence; *School Choice; Social Stratification; *Socioeconomic Status
IDENTIFIERS- *United Kingdom

This paper evaluates the recent education reforms in the United Kingdom (UK) in terms of their contribution to the establishment of an equitable system of education income distribution. The UK education market as it exists today was set in motion by a package of reforms introduced as a result of the 1988 Education Reform Act. That legislation was designed to deregulate both the demand and supply sides of state-provided education--to empower the customers and to make schools more responsive to consumer demand. This case study of three adjacent local education agencies (LEAs) in London obtained data from interviews with: 130 parents in the process of deciding on a secondary school for their children; and key informants in 15 schools, including administrators, teachers, union representatives, and bursars. Four key findings emerged: (1) the market is a middle-class mode of social engagement; (2) parental choice of school is class- and race-informed; (3) schools are increasingly oriented toward meeting the perceived demands of middle-class parents; and (4) the cumulative impact of the first three findings is the "de-comprehensivisation of secondary schooling." Across schools, there is an intensification of status hierarchies, provisional differentiation, and segregation within the state system. Choice, however regulated, is not the solution to inequity. From a needs-based perspective, primacy should be given to establishing comprehensive pupil intakes, to allocating resources in ways that will facilitate the realization of children's learning potentials, and to making schools responsive to the values and cultures of the children who attend them. (LMI)

ED 374 524 EA 026 098

Pierce, Camilla Daffo
Nongraded Programs: Opinions and Aspects of Change.
PUB DATE- Nov 93
NOTE- 15p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 10-12, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Developmental Programs; *Educational Change; Elementary Secondary Education; Faculty Development; *Nongraded Instructional Grouping; School Restructuring; State Legislation; *Student Development; Teacher Attitudes; Teacher Participation

As part of the restructuring drive toward a developmentally appropriate curriculum, restructuring has begun to be implemented through a nongraded organizational structure. After Kentucky mandated a nongraded structure for primary education, the Tennessee General Assembly passed legislation to allow nongraded primary schools. The Tennessee Department of Education implemented a nongraded pilot program in several schools; in most districts, teachers shared in the decision whether or not to participate. This paper presents findings of a study that compared the attitudes and characteristics of teachers who worked in a developmentally appropriate, nongraded

IDENTIFIERS- *Australia (Tasmania)

The current literature on school restructuring emphasizes cooperative learning, collaborative planning, teacher empowerment, and participative policy making. This literature tends to set aside client and technical perspectives and to exhibit a professional view, which deems accountability to be a politically incorrect issue. The literature on system restructuring shows that the decentralization of pedagogical, administrative, and governance power, with a simultaneous recentralization of control functions, has led to a consensus of cynicism among professionals and low policy legitimacy. This paper argues that responsibility in education implies accountability and that such accountability implies formative evaluation, educative reporting relationships, and politically critical planning. It mounts a case for the production of educative accountability policies. It proposes a policy research methodology that will both employ and test non-foundational epistemology. In sum, this paper reports policy research that is: (1) driven by a consequencialist moral theory; (2) attempting to reconcile professional, client, and technical perspectives through the active engagement of school, district, and state-level stakeholders in Tasmania; and (3) intended to apply and evaluate non-foundational epistemology. (Contains 96 references.) (Author/LMI)

ED 374 545 EA 026 121

Cobb, Casey; Quaglia, Russell J.

Moving beyond School-Business Partnerships and Creating Relationships.

PUB DATE- Apr 94

NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- *Business Responsibility; Corporate Support; Education Work Relationship; Elementary Secondary Education; Organizational Climate; *Organizational Development; *Partnerships in Education; *Rural Education; Rural Schools; *School Business Relationship

This paper describes the various types of school-business partnerships that exist in rural America. Data were derived from an extensive review of literature and limited field observations and interviews. Findings indicate that little formal research has been conducted on reform-model, school-business partnerships. Two strands of thought regarding the organizational and personal interactions between schools and businesses are identified--the partnership domain and the relationship domain. The partnership domain is characterized by a static process, a well-defined organizational structure, a focus on organizational needs, insulation from self-evaluation, a defined power base, one-way benefits, and status-consciousness. The relationship domain has the following traits: a dynamic process, an organizational structure based on interpersonal relationships, a focus on meeting individual needs, self-examination, multiple power bases and benefits, and a task orientation. (LMI)

ED 374 546 EA 026 122

Meister, Gail; Austin, Susan

conclusion, school conditions do influence what students learn. Three figures are included. Appendices contain two statistical tables (LMI)

ED 374 564 EA 026 146

Effective Principal Behaviors.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 87
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Administrator Effectiveness; Administrator Responsibility; *Administrator Role; Elementary Secondary Education; Group Unity; *Leadership; *Leadership Styles; *Principals; School Effectiveness

This paper summarizes research findings related to the performance behaviors of effective school principals. It identifies eight characteristics of effective schools: (1) schoolwide measurement and recognition of academic success; (2) high emphasis on curriculum articulation; (3) support for instructional tasks; (4) high expectations and clear goals for student performance; (5) collaborative planning with the faculty; (6) instructional leadership; (7) an orderly, studious environment; and (8) parental support for student education. Principal behaviors to promote the eight characteristics are outlined. The broad dimensions of the principal's role--the administrative-managerial role and the educational leadership role--are also discussed. The educational leadership dimension seeks to change the behavior of those involved in teaching-learning toward achieving school goals, and to build a cohesive social system within the school that is committed to school goals. Coupled with the supervisory functions of the administrative-managerial dimension, the educational leadership dimension is crucial for school effectiveness. (LMI)

ED 374 565 EA 026 148

Corcoran, Thomas B.; Wilson, Bruce L.
The Secondary School Recognition Program: A First Report on 202 High Schools.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jul 85
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Environment; *Effective Schools Research; *Excellence in Education; High Schools; *Organizational Climate; *Organizational Effectiveness; Productivity; *School Effectiveness

During 1983 and 1984, 202 high schools were selected for national recognition as exemplary institutions through the Secondary School Recognition Program (SSRP) of the United States Department of Education. This paper identifies factors common to successful secondary schools and develops propositions about secondary school effectiveness. Data were analyzed from the following sources: school applications, site report visits, and transcripts of discussions between site visitors and SSRP panelists. Successful secondary schools exhibited the following characteristics: clearly defined and agreed-upon goals; high expectations; a high level of professional collaboration;

intervention plans; and (6) integration of evaluation into the service system. (Contains 29 references.) (JDD)

ED 374 583 EC 303 303

Foundation Level Training. Trainer's Manual.
PUB DATE- 93
NOTE- 432p.; For the four separate participant's manuals covering instructional modules 1-4, see EC 303 304-307.
LANGUAGE- English
EDRS Price- MF01/PC18 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adult Education; *Caregivers; Delivery Systems; *Developmental Disabilities; Futures (of Society); *Normalization (Disabilities); *Off the Job Training; Public Policy; Social History; *Staff Development; Teaching Guides; Teaching Methods; Technological Advancement; Trend Analysis
IDENTIFIERS- *Oklahoma

This trainer's manual was developed to provide a consistent knowledge and skill base (i.e., a "foundation") for all individuals employed in programs funded by Oklahoma's Developmental Disabilities Services Division. They include van drivers, recreation workers, residential staff, administrators, case managers, secretarial/clerical staff, vocational staff, advocates, physicians, psychologists, and others. The goal is to create an environment in which all people with developmental disabilities are valued and treated as normally as possible. The training is composed of four modules of instruction: (1) "People Are People" defines developmental disability and describes some of the disabilities included in that term; (2) "Changing Times" traces historical events that influenced how services for people with developmental disabilities developed, emphasizes an understanding of what didn't work and why, and introduces the principle of normalization; (3) "Systems and Policies" provides a snapshot of the Oklahoma service delivery system, including public and private service providers, families, advocates, and others; and (4) "The New Frontiers" offers a vision of the future and examines technological trends. Instructional methods include large and small group activities; the use of videos, transparencies, and other audiovisual media; handouts; and exercises. The manual provides camera-ready masters for making transparencies. (Contains 30 references.) (JDD)

ED 374 584 EC 303 304

Foundation Level Training. Module One: People Are People. Participant's Manual.
PUB DATE- 93
NOTE- 43p.; For trainer's manual, see EC 303 303. For other participant's manuals, see EC 303 305-307.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; Caregivers; Delivery Systems; *Developmental Disabilities; *Labeling (of Persons); *Language Usage; *Normalization (Disabilities); *Off the Job Training; Social Attitudes; Social Bias; *Staff Development; Stereotypes
IDENTIFIERS- Attitudes toward Disabled

This participant's manual covers "People are People," the first average increased from 1.8 to 2.75. Appendices provide assessment results and a writing syllabus. (Contains 21 references.) (JDD)

ED 374 602 EC 303 324

Dikowski, Timothy J.
Educational Interventions for Visual-Motor Deficiencies That Affect Handwriting in School-Aged Children.
PUB DATE- 10 Aug 94
NOTE- 73p.; Ed.D. Practicum Report, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Computer Assisted Instruction; Elementary Education; *Eye Hand Coordination; *Handwriting; Perceptual Motor Coordination; *Perceptual Motor Learning; Psychomotor Skills; *Remedial Instruction; Sensory Integration; Spatial Ability; *Writing Difficulties; *Writing Instruction

This practicum was designed to remediate handwriting skills in school-aged children who displayed visual-motor deficiencies that affect mechanical skills. Practicum goals were to: (1) identify and diagnose children with handwriting delays; (2) involve school and parent interaction by involving them with pre- and post-program assessment; (3) involve identified children in a visual-motor program to develop mechanical abilities; and (4) measure data to assess effects of training on individual children. Ten students referred to a private clinic providing educational, psychological, rehabilitation, visual, and medical services served as subjects. Practicum activities included using computer programs to develop visual tracing, closure, pursuits, and spatial integration and using haptic writing and visual auditory tactile kinesthetic integration to reinforce the visual-motor process. Results indicated that 8 of 10 children showed improvement in visual-motor integration skills, 5 children showed improvement in visual skills related to handwriting functioning, and parents and teachers reported significant improvements in children's handwriting abilities. Appendices contain a referral form, a case history form, a handwriting checklist, a handwriting inventory, and a discussion of remediation techniques for improving handwriting. (Contains 40 references.) (JDD)

ED 374 603 EC 303 325

Habersang, Pia
Improving Communication and Collaboration between Health Care and Education Professionals by Increasing Understanding of Common Issues Concerning Medically Fragile and Special Needs Children.
PUB DATE- 30 Aug 94
NOTE- 57p.; Ed.D. Practicum Report, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Agency Cooperation; Cooperative Programs; *Disabilities; Early Childhood Education; *Early Intervention; Educational Legislation; Health Personnel; Inservice Education; *Interpersonal Communication; *Interprofessional Relationship; Medical Services; Parent Attitudes; *Physicians; *Special Health Problems; Teachers; Teamwork
IDENTIFIERS- *Medically Fragile

This practicum was designed to improve communication and

Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Education; Accountability; Competition; Decentralization; Educational Legislation; Elementary Secondary Education; Foreign Countries; *Free Enterprise System; *School Based Management; *School Choice; School Restructuring; *Special Needs Students
IDENTIFIERS- Education Act 1981 (England); *Education Reform Act 1988 (Great Britain); *Great Britain; Market Systems Approach

The emphasis in recent British educational legislation (primarily the 1988 Education Act) has been on the creation of an "internal market" to stimulate improvements in educational outcomes and provide efficiency and accountability. The internal market mechanism allows schools to manage their own budgets and personnel and to create competition by extending parental choice of schools. The creation of a market system within education will increasingly disadvantage pupils with special educational needs. The notion of equality of educational opportunity has been sacrificed for a system where over-subscribed schools have the power to choose pupils and less popular schools have to accept those pupils rejected by other schools. Special needs children may be less attractive to schools competing for pupils to enhance their test score rankings. Four annual surveys have been conducted since 1989 on the impact of Local Management of Schools and other aspects of recent legislation on provision for pupils with special educational needs. Their findings indicate that the pressures of reduced central funding and increased demands on schools to demonstrate good results has meant that more pupils than ever are being given Statements of Special Educational Needs (SEN), who receive some services from the local education authority. There is a lack of clarity and a fragmentation of responsibilities for children with SEN. (Contains 28 references.) (JDD)

ED 374 623 EC 303 346

Lunt, Ingrid; Evans, Jennifer
Partnerships between Mainstream Schools in the UK To Enhance Provision for Students with Special Educational Needs.
PUB DATE- Apr 94
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Cooperative Programs; Educational Cooperation; Elementary Secondary Education; Foreign Countries; *Partnerships in Education; *Program Effectiveness; School Districts; *Shared Resources and Services; *Special Needs Students
IDENTIFIERS- *United Kingdom

This study looked at the possibilities and practice of partnerships between "clusters" of mainstream schools in the United Kingdom collaborating to meet the special educational needs (SEN) of their students. Collaboration between schools can take many forms, from infrequent and short-lived interactions such as course-work moderation, to long-term

Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Consumer Education; *Curriculum; *Daily Living Skills; Field Trips; High Schools; High School Students; Instructional Materials; Lesson Plans; *Mild Mental Retardation; Money Management; Multisensory Learning; *Prevocational Education; Teaching Guides; Vocational Evaluation

This combined teacher/student instructional manual is part of a life skills curriculum which focuses on development of practical skills to improve employment success of high school students with mild mental retardation. An introductory section describes the program. The program's focus is on group and individual instruction in such areas as taxes, banking, applications, forms, computer data entry, driver's education, want ads, the use of tools, budgets, work attitudes and habits, and job interviews. Academic and job skills are constantly integrated. Weekly field trips provide students with hands-on training. An outline of the curriculum for students with educable mental retardation covers the following areas: study skills, vocabulary development, written expression, computation, mathematics for practical use, social awareness, development of recreational and physical skills, career orientation, career preparation, career implementation, consumer education, social environments, the United States government, and general knowledge. The manual itself explains the program's philosophies, offers guidelines for using the program, and presents nine sample lesson plans: (1) writing a check, (2) reading want ads, (3) shopping for food, (4) preparing income taxes, (5) using coupons, (6) completing applications and forms, (7) budgeting, (8) using a time-clock, and (9) using clothing labels. Suggestions for the field trip program are also offered, as is a list of publishers. (DB)

ED 374 642 EC 303 369

Brady, Sharon J.; Rous, Beth
"Meeting the Challenge": Transition Resources for Parents of Young Children with Special Developmental Needs. A Selected Annotated Bibliography.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Early Education Program for Children with Disabilities.
PUB DATE- 94
NOTE- 54p.; A product of Project STEPS (Sequenced Transition to Education in the Public Schools).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adjustment (to Environment); *Developmental Disabilities; Early Childhood Education; Education Work Relationship; Elementary Secondary Education; Parent Education; School Readiness; *Transitional Programs; Young Children

This annotated bibliography describes in brief approximately 60 resources on transition of individuals with disabilities. It is organized into five sections: (1) transitions in the early childhood years; (2) transitions in the public school years; (3) transitions after school; (4) transitions across the lifespan, and (5) general support resources. Each bibliographic section is further divided into materials designed specifically for parents and materials designed for parents and professionals. Information provided for each resource usually includes the citation, a narrative description of the content, and purchase information. Any geographic limitations of the materials are noted. (DB)

ED 374 663 FL 022 412

McKnight, Alex
The Business of Listening at University (Or: Do International Students Learn by "Not" Listening to Lectures?).
PUB DATE- Mar 94
NOTE- 14p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (28th, Baltimore, MD, March 8-12, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; College Faculty; *College Students; Cultural Differences; Economics Education; *English (Second Language); Foreign Countries; *Foreign Students; Higher Education; *Lecture Method; *Listening Comprehension; Student Attitudes; Teacher Student Relationship; Transparencies
IDENTIFIERS- Australia

This study sought to determine what a group of first-year English as a Second Language (ESL) university students learned from a series of lectures in English, how the students learned what they appeared to learn, and what features of the lecturer's presentation most affected the learning of the students. Twelve international ESL business students at an Australian university and their instructor in an economics course participated in the study. Students were given pre- and post-tests based on key points covered in the lectures, which were audio- and videotaped. The lecturer's and students' notes were also compared, and students responded to questionnaire based on their perceptions of the lectures. The study found that the students learned relatively little from the lectures themselves, but relied almost exclusively on copying the instructor's overhead transparencies of the key points in the lectures. An analysis of the lectures found that they presupposed a great deal of background knowledge on the part of students of Australian history, current events, and colloquialisms, something that international ESL students would not have. (Contains 35 references.) (MDM)

ED 374 664 FL 022 413

Smith, James Brian
The Dis-Equalizing Impact of Standardized Testing on Language-Minority Children.
PUB DATE- 94
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cultural Awareness; Cultural Differences; Cultural Pluralism; Educational Attitudes; Educational Policy; Elementary Secondary Education; English (Second Language); Equal Education; *Language Proficiency; *Language Tests; *Limited English Speaking; Minority Groups; Politics of Education; *Standardized Tests; *Student Evaluation; Student Placement; *Test Bias
IDENTIFIERS- *Language Minorities

This paper maintains that many language-minority children in the United States are being given dis-equalized services by schools through inappropriate test screening. It is asserted that schools often use inappropriate standardized instruments to determine the English language fluency of limited English

The following papers are included: "Popular Adult Education and Social Mobilization: Reflections in Connection with the Swedish Committee on Power" (Rubenson); "Direction of Finnish Adult Education Policies within the Context of European Integration" (Pantzar); "Managers of Their Own Life and Learning: An Evaluation of a Euroform Project for Long-Term Unemployed Professionals Aiming at Mobility in Europe" (Manninen); "Trends in Employer-Funded Training as an Indicator of Changes in Employment: The Case of Norway in the 1980s" (Gooderham, Hines); "Human Capital: Who Invests and Why?" (Sand); "Learning at the Workplace: An Industry in Change" (Thang); "Educational Needs and Demands of Danish Workers as Reflected in the Curricula of the Act on Adult Educational Grants (the VUS)" (Ehlers); "Qualification and Work; Basic Concepts and Danish Research" (Olesen); "Change of Perspective in Qualification Analysis; Presentation of a Search Model" (Ulriksen); "Working Together: Motivation, Goals, and Volition" (Dahl); "Relationship between Work and the Learning Process in Adult Education" (Hoyrup, Scavenius); "Domination or Self-Control? Images of Participation, a Review of Research" (Hultman); "From Self-Directedness to Interdependence? An Analysis of Mezirow's Conceptualization of Self-Directed Learning" (Ahteenmaki-Pelkonen); "Evaluation of a New Education for Shop Stewards" (Wahlgren); "As Teachers See It--Why There Are Dropouts from Continuing Education Programs for Adults. What Teachers Know" (Madsen); "Out-of-School Processes of Knowledge Constitution" (Llorente); "Slow Learners" (Andersson, Dyekjaer, and Wandall); and "From Information Technology to Thrilling Sources of Learning" (Grepperud). (MN)

ED 374 214 CE 067 025

Ryan, Ray D.; Pritz, Sandra G.
Project SCANS Integration. Formative Evaluation Report.
SPONS. AGENCY- Dependents Schools (DOD), Washington, D.C. European Area.
PUB DATE- Jul 94
NOTE- 77p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Education; Career Education; Competence; *Competency Based Education; Educational Practices; *Education Work Relationship; Formative Evaluation; High Schools; *Integrated Curriculum; Pilot Projects; *Program Effectiveness; Student Certification; Student Evaluation; *Vocational Education
IDENTIFIERS- *Secretarys Comm on Achieving Necessary Skills

Project SCANS (Secretary's Commission on Achieving Necessary Skills) Integration is a 5-year initiative to explore how well all high school instructors would be able to integrate competency-based instruction in designated work-related competencies into their courses and rate students' mastery of the competencies. Three teachers from each of 14 curricular areas attended a 1-week workshop and 1-week institute on competency-based approaches to achieving necessary skills. During the following year, the teachers achieved consensus on three competencies per SCANS category. The original teachers shared their experiences in a 2-day workshop, and one teacher from each discipline acted as a mentor to three newly selected teachers. The teachers then pilot tested the program during the 1993-94 school year. In a systematic formative evaluation of Project SCANS Integration's pilot test year, an external reviewer used program-specific instruments to interview 19

Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Career Awareness; *Career Development; *Career Education; Career Exploration; *Career Guidance; Career Planning; Competency Based Education; Educational Planning; High Schools; Intermediate Grades; Junior High Schools; Middle Schools; Occupational Information; Teacher Attitudes
IDENTIFIERS- *Maine

This publication contains the comprehensive grades 6-12 guidance plan developed for NOVA/Region 9 schools in Maine. It begins with the Career and Vocational Guidance Team philosophy and goals. Three lists present the general categories that address the goals of the NOVA career and guidance plan, key components of the plan, and components of the ongoing assessment of skill within NOVA community, including tests and inventories, recommendations, and school records. Specific career and guidance plan outcomes are presented in five general categories: skill building, awareness, involvement, aspirations, and assessment of skills. A chart identifies career awareness/development programs by grade level within each school. Appendixes include the following: listings of plan resources for grades 6-8 and grades 9-12; career development competencies correlated with portfolio section; list of NOVA Community's career development middle school (grades 6-8) student competencies and indicators in the areas of self-knowledge and career planning; NOVA Community's career development high school (grades 9-12) student competencies and indicators in the areas of self-knowledge and exploration; and results of a survey of middle and high school teachers to assess what was being done in the four categories of skill building, awareness, involvement, and aspirations. Other appendixes list areas being considered for future work sessions, a list of placement options for high school graduates, and the plan's 3-year objectives. (YLB)

ED 374 233   CE 067 133

Baker, Catherine
The Women's Series: Kids Alone, Safe at Home. Child Care Choices. Tutor's Guide.
PUB DATE- 93
NOTE- 26p.; A product of Coors "Literacy. Pass It On."
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Basic Skills; *Day Care; High Interest Low Vocabulary Books; Instructional Materials; *Latchkey Children; *Literacy Education; Reading Instruction; *Reading Materials; Teaching Guides; *Womens Education

This packet consists of a tutor's guide and the first two booklets of "The Women's Series." The series is part of a program of a national literacy campaign dedicated to women who cannot read well enough to use literacy skills in everyday life. The two booklets focus on child care because that is such a major concern for so many women. They are written at a fourth- to sixth-grade reading level, using basic language and clear illustrations. The titles of the two booklets are "Kids Alone, Safe at Home" and "Child Care Choices." Each concludes with a checklist for the user to complete. The tutor's guide offers suggestions for how to use the booklets in the series. It contains general tips as well two sections that suggest a diversity in the workplace has not been fully achieved. Existing approaches to supporting workplace diversity have not worked, and, in many cases, have resulted in new sets of problems or dilemmas. For example, the equal employment opportunity approach, although effective in increasing participation, has engendered a strong racial and gender backlash. Corporate efforts to increase sensitivity through inhouse programs have often aroused animosity rather than defusing it. Family-friendly policies offered by many organizations are often not widely used because women who use them are perceived as less serious employees. Therefore, it is necessary to develop a new perspective on how to incorporate diverse groups successfully. A new, more workable approach should be drawn from multiple disciplines--economics, psychology, sociology, anthropology, business, and law. A multilevel analysis must be developed that includes attention to individual, work group, organization, and societal factors. It is necessary to understand a variety of complex and relatively unanticipated problems: contradictions between intent and impact, resistance and backlash, and limited impact on organizational cultures. The goal is to reduce institutional and attitudinal barriers to diverse groups working together and to empower individuals and groups within a more favorable environment. (Contains 151 references.) (KC)

ED 374 253 CE 067 166

Materials for Serving Homeless Adult Learners. A Resource Guide.
PUB DATE- Jun 94
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adult Education; Adult Learning; Affective Behavior; *Basic Skills; Curriculum; Daily Living Skills; Data Collection; Demonstration Programs; *Homeless People; Job Search Methods; *Job Skills; Needs Assessment; *Outreach Programs; Parenting Skills; Program Administration; Program Descriptions; Program Evaluation; *Student Evaluation

This guide is intended to assist in linking service providers to existing resources and models and to build awareness of the body of innovative work that has been developed to respond to needs of homeless adult learners. It describes materials for instruction, outreach, and program management that were primarily developed in projects funded under the McKinney Adult Education for the Homeless Program. Introductory material includes information on the two referenced clearinghouses Division of Adult Education and Literacy (DAEL) and Educational Resources Information Center (ERIC) and addresses and telephone numbers of state coordinators of Adult Education for the Homeless projects. The materials are organized into three sections. The section on curriculum designates systematic strategies for delivery of instruction or modules/materials focused on these specific topics: basic skills, job or job search skills, life management or affective skills, parenting skills, and other skills. The section on information includes descriptive/educational materials about adults experiencing homelessness and the programs that serve them. It also includes examples of specific projects' solutions to a learner need, in a cartoon-form outreach/fact sheet targeting low-level readers. The section on tools designates tools useful for instruction and program management in the following areas: learner assessment, program evaluation, data collection, and learner tracking. Each entry follows this format: instructional/content

Disabilities, and the Winnipeg Community Centre of the Deaf; the Effective Reading in Context Program, which is a partnership between Keyano College and the synthetic crude oil producer Syncrude Canada, Ltd.; SARAW (The Student's Voice), which is a talking computer program designed for severely disabled adults through the joint efforts of Capilan College and the Neil Squire Foundation; and I-CARE (Individualized Community Adult Reading Education Program), which has evolved as a partnership among Douglas College, surrounding communities, libraries, and community agencies. Each profile contains background information on the program's partners, program objectives, and innovations that have made the program/partnership successful. Concluding the document are a discussion of the program and partner characteristics that make partnerships work and contact persons/addresses of the six partnerships profiled. (MN)

ED 374 271   CE 067 202

Venezky, Richard L.; Wagner, Daniel A.
Supply and Demand for Literacy Instruction in the United States.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 94
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Reading Programs; *Educational Demand; Educational Needs; Educational Opportunities; *Educational Research; *Educational Supply; *Information Needs; *Literacy Education; Literature Reviews; Needs Assessment; Research Methodology; Research Needs; State of the Art Reviews; Statistical Analysis
IDENTIFIERS- National Adult Literacy Survey (NCES)

Existing research on supply and demand (S&D) in adult literacy education in the United States was reviewed to determine the types of data needed to model S&D more accurately. Recent state/national studies of literacy service providers/technology, data on the demand for literacy instruction, the recent National Adult Literacy Survey, and studies of participation were reviewed. It was discovered that few S&D studies in adult literacy have gone beyond enumerating service providers or examining barriers to further participation (demand). The S&D equations for literacy instruction in the United States were found to be complicated by several factors: changing demands for basic skills in the workplace, an increase in immigrants with limited command of English, changing federal welfare policies, and limited awareness on the part of persons with low reading/writing ability that their skills are insufficient for everyday needs. Types of data required for modeling S&D were identified. It was concluded that the S&D characteristics in U.S. literacy policy have not been well understood, S&D are often poorly equilibrated, and recent national studies can provide useful guidance toward providing a better S&D balance. (The bibliography contains 24 references. Appended is a table detailing funding of/participation in California's work force literacy programs.) (MN)

ED 374 272   CE 067 203

Shanahan, Timothy; And Others
The Professionalization of the Teacher in Adult Literacy

provided in each exercise: "try it," "apply it," and "go with it." The objective for the lesson is for the student to learn to locate and apply information from a table. (YLB)

ED 374 290 CE 067 228

Reading Diagrams. E & I.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 92
NOTE- 51p.; For documents related to this project, see CE 067 219-251.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Basic Skills; Behavioral Objectives; Competency Based Education; *Diagrams; Electrical Occupations; Individualized Instruction; Instrumentation Technicians; Job Skills; Learning Activities; Lesson Plans; *Literacy Education; Mathematics Instruction; Mathematics Skills; *Problem Solving; *Reading Skills; Technical Education; Word Problems (Mathematics)
IDENTIFIERS- *ABCs of Construction Project; Workplace Literacy

Developed by the ABCs of Construction National Workplace Literacy Project, these curriculum materials for the area of electrical and instrumentation contain a lesson that deals with reading diagrams. The lesson consists of an objective, instruction, and 10 exercises. The objective for the lesson is for the student to learn to locate and apply information from a diagram. (YLB)

ED 374 291 CE 067 229

Problem Solving Using Charts and Tables. E & I.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 92
NOTE- 71p.; For documents related to this project, see CE 067 219-251. For companion manual, see CE 067 229.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Basic Skills; Behavioral Objectives; *Charts; Competency Based Education; Electrical Occupations; Individualized Instruction; Instrumentation Technicians; Learning Activities; Lesson Plans; *Literacy Education; Mathematics Instruction; Mathematics Skills; *Problem Solving; *Tables (Data); Technical Education; *Word Problems (Mathematics)
IDENTIFIERS- *ABCs of Construction Project; Workplace Literacy

Developed by the ABCs of Construction National Workplace Literacy Project, these curriculum materials for the area of electrical and instrumentation contain a lesson that deals with problem solving using charts and tables. The lesson consists of an objective, instruction, and 10 exercises. The objective for the lesson is for the student to learn to solve problems with charts and tables. The problems found in the 10 exercises accompany the tables in a companion manual, "Reading Charts and Tables. Electrical & Instrumentation." (YLB)

ED 374 292 CE 067 230

number of social and recreational courses provided increased significantly. In January 1970, the British government's Inspectorate held a retreat devoted to critical analysis of the knowledge, insights, and competencies expected of professional adult educators. Such critical analysis marked a break with the liberal romantic tradition. The mid-70s also marked the beginning of a change in attitudes toward adult education that eventually evolved into a "modernist" philosophy/policy endorsing formal, work-related, instrumental opportunities at the expense of broader educational opportunities. An adult education system in which lifelong learning is incorporated into a broad educational system that is considered the focal point of individual and social development leading to a "truly learning society" has been proposed an alternative to the narrowly concentrated adult education now supported and encouraged by the British government. (MN)

ED 374 315 CE 067 253

Hearing on the Job Opportunities and Basic Skills Program: Views from Participants and State Administrators. Hearing before the Subcommittee on Human Resources of the Committee on Education and Labor, House of Representatives. One Hundred Third Congress, Second Session.
PUB DATE- 19 Apr 94
NOTE- 107p.; Serial No. 103-66.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Employment Programs; *Federal Programs; High School Equivalency Programs; *Job Training; Postsecondary Education; *Program Effectiveness; Program Implementation; Program Improvement; *Welfare Recipients
IDENTIFIERS- Congress 103rd; *Job Opportunities and Basic Skills Program

This document records the oral and written testimony of persons who testified before or prepared reports for a Congressional hearing on the usefulness of the JOBS (Job Opportunities and Basic Skills Program). Witnesses included persons who had participated in the programs as well as state and local administrators of JOBS programs, national organizations, and Congressional representatives. Testimony showed that the JOBS program had produced some useful results in training and placing people in jobs. Witnesses stressed that such efforts were successful only when they provided child care and job placement, especially if attention was paid to the types of jobs in which people were placed. Witnesses stressed the importance of the Earned Income Tax Credit and the need to pass some type of health care legislation for the working poor so that they are better off working than being on welfare. Problems with the JOBS program included the following: lack of money, resulting in long waiting lists; emphasis on participation rather than on outcomes; and lack of good of jobs available for people who were trained. (KC)

ED 374 316 CE 067 254

Ganzglass, Evelyn
Research Findings on the Effectiveness of State Welfare-to-Work Programs. State Policy Reports.
PUB DATE- 94
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

Secondary Education; *Sex Fairness; Teacher Role; *Vocational Education; Vocational Evaluation

This guide presents ideas and methods for vocational educators to use in informing students about future trends and needs for equity in the work force. The following topics are discussed: (1) the persistent equity challenge and the changing labor force; (2) the awareness process (traditional attitudes, effects of gender bias, and change agents/strategies); (3) planning (understanding legislative intent; needs assessment; suggestions for administrators, counselors, and instructors; identification of areas of desired impact; and coordination with contracted equity specialists); (4) career development (gender-fair counselors; resources; career assessment; and instructor, administrator, and coordinator roles); (5) strategies for improving sex equity in vocational-technical programs (counselors, curriculum development, strategies, and activities); (6) resources (agencies, contacts, regional education service center equity coordinators, articles and periodicals, books/pamphlets, films, videos, and other supplies); and (7) joint planning (discrimination, coordination with tech prep consortia, barriers to coordination, factors facilitating coordination and linkage, the planning process, and joint planning advantages for educational institutions). A total of 175 references are listed in bibliographies throughout the guide. Appended are the following: glossary, 11 learning activities/practices for gender equity submitted by participants in a 1993 workshop on gender equity, and 5 group-developed gender equity activities developed during the workshop. (MN)

ED 374 333 CE 067 307

Greenland, Annette, Ed.

Visions and Revisions for the 21st Century. Proceedings of the Annual Conference of the Commission of Professors of Adult Education (Dallas, Texas, November 19-21, 1993).

PUB DATE- Nov 93

NOTE- 102p.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- *Adult Education; Adult Educators; *Change Strategies; *College Programs; *Educational Change; Educational Needs; Educational Research; Educational Theories; Educational Trends; *Financial Support; Foreign Countries; Fund Raising; Futures (of Society); *Graduate Study; Higher Education; Instructional Improvement; International Cooperation; Labor Force Development

IDENTIFIERS- Canada; United States

These proceedings contain the papers presented during the opening and closing panels of the 1993 annual conference of the Commission of Professors of Adult Education (CPAE) as well as reports from the five special interest groups (SIGs) that met during the conference. The following papers/reports are included: "Opening Session: Introductory Remarks" (Brockett); "Tribute to Paul Bergevin" (Stubblefield); "Developing Support for Adult Education Programs on the University Campus: Setting the Stage for the General Session Panel" (Quigley); panel discussion (Caffarella, Sisco, Kasworm, Garrison, Hiemstra); "Life at the Margins: Post-Conference Reflections on the Opening Panel" (Quigley); "Our Past, New Visions, New Directions: Framing the Closing Panel" (Courtenay); "Alternative Ways of Addressing Change in Adult Education: An Engagement in Polyrhythmic Discourse" (Sheared); "Seven

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Education; Developed Nations; *Educational Certificates; *Educational Quality; Education Work Relationship; Foreign Countries; *Job Training; Labor Force Development; Postsecondary Education; Secondary Education; *Standards; Student Certification; *Student Evaluation; *Vocational Education
IDENTIFIERS- Denmark; Great Britain

This report summarizes findings of a team of U.S. business, labor, and public policy representatives that visited Denmark and Great Britain in Fall 1993 to study innovations in the education and training of young people for work. An executive summary and introduction are followed by two main sections that present findings from the visits. Each section addresses the research questions that guided the study. For each question, the report summarizes the Danish approach, the British approach, and the lessons for the United States. The section on standards and credentials focuses on these questions: how standards for vocational education and training are set and updated; how standards shape what is taught; and what the role of standards is in promoting innovation in teaching. The section on assessment covers how the performance of learners is assessed and documented and how the quality of vocational education programs is monitored and improved. A conclusion extracts from these lessons elements of Danish and British vocational education that could be used in constructing in the United States a viable system for preparing young people to be high performance workers of the future: national standards for workplace skills, employer "buy-in" of standards development and training, national board to oversee the setting and quality control of standards, local assessment of student performance, external quality assurance, and training and support for teachers. Exhibits from the countries are appended. (YLB)

ED 374 352   CE 067 347

Glover, Robert W.; And Others
School-to-Work Transition in the U.S.: The Case of the Missing Social Partners. A Report of the Governance and Finance Team of the Comparative Learning Teams Project.
SPONS. AGENCY- German Marshall Fund of the United States, Washington, D.C.
PUB DATE- Jun 94
NOTE- 40p.; For other reports in this series, see CE 067 343-346.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Accountability; College Role; Community Colleges; Comparative Education; Developed Nations; *Education Work Relationship; Foreign Countries; Government School Relationship; *Job Training; Postsecondary Education; *School Business Relationship; Secondary Education; Unions; *Vocational Education; *Youth Employment; Youth Programs
IDENTIFIERS- Denmark; Germany; Switzerland

A team of U.S. business, labor, and public policy representatives visited Denmark, Germany, and Switzerland to investigate the European approach to preparing young people for the work force. It gathered information on the performance of governance and finance systems abroad and identified their key underlying principles and operations. Six common features were identified across the three countries and offered a sharp contrast to existing U.S. policies and practices: as a national policy, 16- to 20-year-olds in Europe are engaged in mainstream workplaces as both workers and learners; vocational education is industry parent-school bonding and students' report of their academic achievement. Overall, the study supported the hypothesis that the greater the parents' bonds of social attachment to their child's school, the greater the student's bonds of attachment. Several limitations were noted. One limitation is the problem of how to measure student success. Another limitation was that different schools were compared (inner city and semi-rural schools, for instance). A third limitation is how parent's socioeconomic status affects their relationship to the school. (KM)

ED 374 370 CG 025 647

Brick, John
Driving While Intoxicated.
PUB DATE- 91
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Alcohol Abuse; Behavior Change; Behavior Rating Scales; Drinking; *Driving While Intoxicated; Drug Abuse; Drug Use Testing; Laws; Performance; Psychomotor Skills; *Traffic Accidents; Traffic Safety
IDENTIFIERS- Driver Performance

Alcohol intoxication increases the risk of highway accidents, the relative risk of crash probability increasing as a function of blood alcohol content (BAC). Because alcohol use is more prevalent than use of other drugs, more is known about the relationship between alcohol use and driving. Most states presume a BAC of .10% to be evidence of drunk driving. Drunk drivers tend to be males less than 24 years old. About twice as many men as women are involved in fatal traffic accidents when BAC is above .10%. Being divorced or separated, having a low income, and having a record of previous DWI arrests and moving violations also correlates statistically with DWI. While moderate to high alcohol dosage affects vision, eye-hand coordination, and reaction time, the most relevant driving-related difficulties are divided-attention tasks. Relative traffic accident risk begins to increase at BACs above .05%, and at .10% is about six times greater than when sober. Three behavioral tests, the Nystagmus Gaze, Walk and Turn, and One-Leg Stand tests, are recommended to determine intoxication. Without such specific tests, it is difficult to determine intoxication below a BAC of .15%, when relative risk of accident is about 20 times greater than when sober. (MSF)

ED 374 371 CG 025 648

Bakker, Richard
The Coach's Role in Alcohol/Drug Prevention.
PUB DATE- 92
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adolescents; Alcohol Abuse; *Athletes; *Athletic Coaches; Competition; Coping; *Drug Education; Drug Use; *Health Education; Performance; Preadolescents; *Prevention; Secondary Education; Self Management; *Substance Abuse
IDENTIFIERS- *Steroids

A 1989 National Youth Sports Coaches Association survey of about 1,200 youth aged 10-14 indicated that young athletes identify somewhat with their drug-using athlete models. Forty-three

Tidwell, Deborah L.; Stele, Jeannie L.
I Teach What I Know: An Examination of Teachers' Beliefs about Whole Language.
PUB DATE- Dec 92
NOTE- 8p.; Paper presented at the Annual Meeting of the National Reading Conference (42nd, San Antonio, TX, December 2-5, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Techniques; Definitions; Elementary Education; *Evaluation Methods; Reading Research; Student Evaluation; *Teacher Attitudes; *Teacher Role; *Whole Language Approach
IDENTIFIERS- Teacher Beliefs Study; Teacher Surveys

Through an in-depth interview, a study investigated teachers' beliefs and understandings about language learning. Subjects were nine elementary school teachers from a suburban midwest school district where a whole language philosophy was beginning to become infused in the curriculum. Subjects were selected for participation based on the teachers' degree of involvement/experience in whole language instruction (MUCH, SOME, LITTLE) as determined by self report by the teacher, reports from administration, and documented training and participation in whole language. Interviews were transcribed and coded. Results indicated that: (1) the MUCH group talked about the teacher as facilitator, while the LITTLE group talked about the teacher as a director of the learning environment; (2) the MUCH group discussed instructional practices as embedded in the whole, where students as readers/writers became members of the literacy club; (3) the LITTLE group discussed instructional activities that often focused on the skills needed by students as determined by the teacher; (4) the LITTLE group saw themselves as second-hand diagnosticians, while the MUCH group viewed assessment as an interactive process where the teacher highlights the literacy development of the child; (5) the LITTLE group offered simplistic definitions of whole language, while the MUCH group included in their definition, terms such as ownership, making connections, and facilitating natural learning; and (6) the SOME group expressed diverse opinions on all aspects of whole language. Findings suggest that the beliefs of the teachers fell into a continuum that could be considered a gauge of their understanding and beliefs about whole language. (Contains 19 references.) (RS)

ED 374 392 CS 011 821

Reading Framework for the 1992 and 1994 National Assessment of Educational Progress: NAEP Reading Consensus Project.
SPONS. AGENCY- National Assessment Governing Board, Washington, DC.
PUB DATE- 94
NOTE- 66p.; For the 1992 Reading Framework, see ED 341 958.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Intermediate Grades; *Reading Achievement; *Reading Skills; *Reading Tests; Secondary Education; *Test Construction; *Test Content; *Test Format
IDENTIFIERS- *National Assessment of Educational Progress;

comprehension for African-American students, as well as gender differences in cognitive laterality and in reading comprehension. Subjects, 40 African-American males, 41 African-American females, 12 White males, and 17 White females ages 16-18 and from the same school as the earlier study, completed a standardized reading test and a cognitive laterality battery. Results, similar to those of the earlier study, indicated no relationship between reading comprehension and cognitive laterality for either females or males. Nor were there any differences between the reading scores of females and males. However, the laterality of the females was significantly different from the laterality of the males, with the females showing a left-laterality preference; the African-American males only marginally favored right laterality. Results of a post hoc analysis of variance for African-America and White students indicated significant racial and gender differences in laterality and a significant racial difference in reading comprehension. (Contains 28 references and 2 tables of data.) (RS)

ED 374 412 CS 011 841

Carthey, Joseph H.
Relationships between Learning Styles and Academic Achievement and Brain Hemispheric Dominance and Academic Performance in Business and Accounting Courses.
PUB DATE- Nov 93
NOTE- 75p.; M.S. Thesis, Winona State University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; *Brain Hemisphere Functions; Business Education; *Cognitive Style; Community Colleges; Educational Research; *Lateral Dominance; Study Skills; Two Year Colleges; Two Year College Students
IDENTIFIERS- Northeast Iowa Community College

A study determined if relationships exist between learning styles and academic achievement and brain hemispheric dominance and academic performance in the courses of principles of management, business law, intermediate accounting, and principles of economics. All second-year accounting students (64 students) at Northeast Iowa Community College from 1988 to 1991 took the Kolb Learning Style Inventory to determine their learning styles and the McCarthy Hemispheric Mode Indicator to discover whether students were right-brained, left-brained, or whole brained. Academic achievement was measured by the students' final grade point averages earned in the courses. Direct and inverse tendencies seemed apparent between particular learning styles and academic achievement. In brain dominance, direct and inverse tendencies appeared to exist between certain brain hemispheric modes and academic achievement. Findings suggest that post-secondary business and accounting instructors should consider testing their students to determine students' learning styles and brain hemispheric dominance so that the instructors may suggest study approaches and methods that may increase academic achievement. (Contains 16 references and nine tables of data. The learning style inventory and brain hemispheric mode instrument, and a description of four learning styles are attached.) (Author/RS)

ED 374 413 CS 011 842

Neiderman, Beth Rose; Kuhn, Jean Naples

DESCRIPTORS- *Cartoons; Childrens Television; *Class Activities; Discourse Analysis; Grade 2; Media Adaptation; Popular Culture; *Power Structure; Primary Education; Qualitative Research; *Sex Role; Sex Stereotypes; Urban Education; Writing Assignments; Writing Research
IDENTIFIERS- California (San Francisco Bay Area)

A qualitative study, presented in the form of an analytical narrative, examined children's symbolic and social use of superhero stories--popular media stories that vividly reveal societal beliefs about power and gender, which are themselves interwoven in complex ways with race, class, and physical demeanor. A second-grade classroom in an East San Francisco Bay K-3 school located in the south central part of an urban area and serving a population diverse in race and social class was observed for three months. Through the writing and acting of stories as part of "Author's Theater" (an optional activity during daily writing time), the children let each other witness their imaginations at work and then raised issues about who plays whom in whose story. The dialogic processes thus enacted allowed more complexity in the rigid images of gender relations and of glorified power. There is no simple classroom procedure that will allow children to achieve some sort of critical consciousness and a world of greater imagined possibilities for all. But there are processes, rooted in the social lives and play of childhood, that can help children deal with the contradictory pressures of growing up in a multicultural society where power is not equally distributed. Contains 20 references and 15 notes. An appendix listing the sex and ethnicity of the second-grade children is attached.) (Author/RS)

ED 374 431 CS 214 504

Freedman, Sarah Warshauer
What's Involved?: Setting up a Writing Exchange. Occasional Paper No. 37.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 94
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Audience Awareness; Case Studies; *Classroom Environment; Foreign Countries; Grade 9; High Risk Students; Junior High Schools; Student Reaction; Teacher Role; *Teacher Student Relationship; *Writing (Composition); *Writing Assignments; Writing Instruction; Writing Research
IDENTIFIERS- California (San Francisco Bay Area); England (London)

As part of a larger project, a ninth-grade class participated in a year-long exchange of writing with students in an inner-city London classroom. The larger project involved 10 San Francisco Bay Area sixth- through ninth-grade classes exchanging writing with nine inner-city London classes and a Swedish class. Students and teachers in each of the 10 paired classrooms planned a number of writing activities which formed units of work. Some units were completed in a few days; others took months. Students wrote substantial pieces for a distant but real whole-class audience, and exchanged writing. The paired classes worked together to make their writing programs center on the exchange activities, and paired teachers worked collaboratively to decide on parallel topics for writing. The ninth-grade case study classroom was chosen for detailed study because the teacher turned over her entire writing program to the exchange; she and her students (mostly students of color its satellite regimes, Poland, among other nations, has been engaged in a process of wholesale national reinvention. An analysis of this reinvention is instructive for scholars of language because it is largely a rhetorical process. It is aimed at supplying a new set of collectively validated symbols, at (re)defining the basic terms of national debate, and at inventing a new language for describing--and thus also conceiving and implementing--new political institutions and processes. One of the main challenges facing leaders of the Solidarity movement was what to teach people: Solidarity represented a spiritual as well as a linguistic revolution. Solidarity leaders considered the original political program, not one of institutional change, but rather an educational program. It represented a mixed bag of demands and articulations, or half-articulations: sovereignty, democracy (understood as personal relations in the work place and worker's self-management), independent trade unions, the Katyn massacre (a code word for admitting that Poland was under Soviet domination). According to Lech Walesa, the goal was to build a "Noah's Ark" of popularly accepted terms free from the straightjacket of official sloganeering. The desire for "truth" in the wake of intellectual oppression explains why much that is debated in Poland strikes Westerners as impractical or abstract. Some basic concepts that continue to be under contestation in Poland would include ownership, democracy, and sovereignty. (TB)

ED 374 449   CS 214 524

Blair, Rebecca
The Westminster Writing Assessment Program: A Model for Small Colleges.
PUB DATE- Mar 94
NOTE- 18p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (45th, Nashville, TN, March 16-19, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College English; Higher Education; Instructional Effectiveness; Models; Portfolios (Background Materials); *Small Colleges; *Student Evaluation; *Writing Across the Curriculum; *Writing Evaluation; *Writing Instruction
IDENTIFIERS- *Westminster College MO

The advent of writing-across-the-curriculum programs at the college level has necessitated the development of institutional measurement schema to internally assess their pedagogical and curricular efficacy and to externally demonstrate to concerned constituents that specific institutions are effectively fulfilling the educational mission for writing instruction. Following a process of writing reform that not only changed course requirements but also educated faculty in all disciplines, Westminster College has developed a writing assessment program consisting of four major components. First is a series of formal writing assessment sessions for which students read articles and write essays about them. They are administered at three critical points in the student's academic career: the beginning of the freshman year; at the end of the first fall semester; and after the student has taken the academic writing course at the end of the Sophomore year. Next comes a portfolio containing 10 written items spanning the student's entire academic career and including a wide range of types of writing. The third component consists of departmental

Thyself? Toward a Poststructuralist View of Teacher Identity" (Deborah P. Britzman); (5) "Cultural Differences as Resources: Ways of Understanding in the Classroom" (Beverly J. Moss); (6) "Teacher Research: Seeing What We Are Doing" (Glenda L. Bissex); (7) "Teacher Lore: Learning about Teaching from Teachers" (William Ayers and William H. Schubert); (8) "Teacher Change: Overthrowing the Myth of One Teacher, One Classroom" (Sally Hampton); (9) "What's Effective Inservice?" (Richard Beach); (10) "Issues Emerging from the Teacher-Researcher Discussion Group" (Christine C. Pappas); (11) "The Role of Universities in the Professional Development of Practicing Teachers" (James Marshall); (12) "What Followed for Me" (Michael W. Smith); and (13) "In Search of Community within English Education" (Renee T. Clift). (RS)

ED 374 466 CS 214 548

Marshall, James D.; And Others
The Language of Interpretation: Patterns of Discourse in Discussions of Literature.
PUB DATE- 95
NOTE- 164p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Adults; Discourse Analysis; *Discussion (Teaching Technique); *Literary Criticism; *Reader Response; Secondary Education; Teacher Behavior
IDENTIFIERS- Book Clubs; Interpretive Research; *Response to Literature

Drawing on interviews and on the actual language that readers (students, teachers, and adults) use to interpret and respond to literary texts, this book examines the conventions that shape talk about literature in large groups, small groups, and adult book clubs. By looking across contexts, the four separate but related studies in the book raise questions about the usual ways of talking and thinking about literature and suggest alternatives based on new theories of literary understanding. After an introduction, sections of the book are entitled: (1) A Description of the Project; (2) Studies of Large-Group Discussions of Literature; (3) Small-Group Discussions: Alternatives to and Extensions of Teacher-Led Discussions; (4) Adult Book-Club Discussions: Toward an Understanding of the Culture of Practice; (5) Reading and Talking Together: Responses of Adolescents to Two Short Stories; and (6) Summary and Conclusions. Contains 92 references. An appendix provides excerpts that illustrate the application of the coding system. (RS)

ED 374 467 CS 214 549

Ross, Elinor P.
Using Children's Literature across the Curriculum. Fastback 374.
PUB DATE- 94
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Childrens Literature; *Content Area Reading; Elementary Education; Fiction; Multicultural Education; Nonfiction; *Reading Material Selection; Student Motivation; Thematic Approach

sexual harassment than females; and (6) some support was found for the hypothesis that victims of sexual harassment viewed the overall quality of their student, intern, and professional experience more negatively than those who were not sexually harassed. Findings suggest that sexual harassment is not an infrequent occurrence in internship programs. (Contains 42 references and 16 tables of data.) (RS)

ED 374 486 CS 508 697

McMurray, Adela Jana
The Relationship between Organisational Culture and Organisational Climate with Reference to a University Setting.
PUB DATE- Jul 94
NOTE- 26p.; Paper presented at the Joint Meeting of the International Communication Association and the Australian and New Zealand Communication Association (Sydney, New South Wales, Australia, July 11-15, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Faculty; Communication Research; Factor Analysis; *Faculty College Relationship; Foreign Countries; Higher Education; *Organizational Climate; Organizational Communication; Surveys; *Universities
IDENTIFIERS- Faculty Attitudes; *Organizational Culture

A study examined the organizational climate of a university undergoing dramatic change and its relationship to specific aspects of that institution's organizational culture. Earlier research has shown that organizational climate directly affects an organization's communication climate, but it is less clear how organizational climate influences and is influenced by the more pervasive concept of organizational culture. The possibility of a reciprocity between culture and climate was a key focus of this study. A total of 128 of 145 academic staff across six faculties and one center of the new North Coast University (Australia) completed anonymous surveys. Semi-structured interviews were conducted with the Deputy Vice-Chancellor, the Deputy Principal, all seven Deans, and all 15 Center Heads from the various faculties. Results confirm recent findings that culture informs climate in a number of important ways, most notably through the influence of organizational leadership. Data also yielded some new insights as to the ways in which organizational climate and culture intersect, which had particular relevance at the sub-unit level where climate features were perceived to be most positive in those faculties whose subcultures were found to be congruent with the leadership culture. (Contains 63 references, four tables of data, and two figures illustrating aspects of organizational communication models are included. The survey instrument and a factor analysis are attached.) (Author/RS)

ED 374 487 CS 508 698

Sundar, S. Shyam
Is Human-Computer Interaction Social or Parasocial?
PUB DATE- Aug 94
NOTE- 24p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (77th, Atlanta, GA, August 10-13, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

act as advocates of school reform through involvement in the Parent Teachers Association (PTA) and the Home School League of Philadelphia. The gradual inclusion of women on school boards is described, as well as the patterns of women's involvement in educational issues in Haddonfield, New Jersey. In conclusion, gender and class intertwined to gird the home and school in Philadelphia and its suburbs. Within the limits set by middle-class culture, men and women could exercise influence, but each was forced to play a different role. Men served on boards of education; women belonged to the Parent Teacher Association. Women, however, learned to use cooperation and collaboration, rather than direct confrontation, to gain more leverage for the home at school and in the community. Two tables and one figure are included. (LMI)

ED 374 506 EA 026 077

Bulach, Clete; And Others
The Influence of the Principal's Leadership Style on School Climate and Student Achievement. Draft.
PUB DATE- Apr 94
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Educational Environment; Elementary Secondary Education; Leadership; *Leadership Qualities; *Leadership Styles; Parent Participation; *Principals
IDENTIFIERS- Kentucky

This paper presents findings of a study that examined the influence of the principal's leadership style on school climate and student achievement. Three survey instruments--the Leadership Behavioral Matrix, the Tennessee School Climate Inventory, and the Group Openness and Trust Scale--were administered to 20 principals and 506 teachers in 20 Kentucky elementary schools. The achievement scores (the California Test of Basic Skills) of 2,834 third- and fifth-graders in the 20 schools were also analyzed. Using analysis of variance procedures, comparisons between school climate and leadership style revealed a statistically significant difference between leadership style and the involvement subscale of the school climate instruments. There were no significant differences for any of the other eight subscales of school climate for leadership style, nor were there any significant differences between school achievement and leadership style. Twelve of the principals, however, used a "promoter" leadership style, which involved meeting people's needs and involving parents and community in decision making. A conclusion is that schools with higher levels of parent/community involvement and principals with "promoter" styles may enhance their students' achievement. Seven tables and appendices containing three data matrices are included. Contains 38 references. (LMI)

ED 374 507 EA 026 078

Padilla, Christine; And Others
Federal Policy and Its Support for Reform--Is a Flexible Approach Effective?
SPONS. AGENCY- Office of Policy and Planning (ED), Washington, DC.
PUB DATE- Apr 94
NOTE- 28p.; Paper presented at the Annual Meeting of the American

curriculum. Data were obtained from a survey mailed to 127 Kentucky teachers and 103 Tennessee teachers in schools with a nongraded program. Sixty-six percent of the Kentucky teachers responded, compared with 60 percent of the Tennessee teachers. Findings indicate that mandates do not assure that people will change. Those teachers not compelled by mandate demonstrated a greater understanding of nongraded education. In addition, extended staff development was effective in promoting understanding of the nongraded concept. The successful implementation of a nongraded program requires a common philosophy among those involved in the change, should allow some teacher choice, and offer incentives rather than mandates. (LMI)

ED 374 525 EA 026 099

Blendinger, Jack; Snipes, Gail
In Search of a Theory of Parent Involvement for School Administrators.
PUB DATE- Nov 93
NOTE- 12p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 10-12, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrator Responsibility; *Administrator Role; Elementary Secondary Education; *Family School Relationship; *Parent Participation; Parent Role; Parents; Parent School Relationship; *School Administration

This paper presents a theory to guide administrative practice in establishing and maintaining strong, positive school-home collaboration. It calls for the principal to take an active leadership role in developing and implementing a comprehensive parent-involvement program. It is argued that student academic achievement is more apt to improve through school-home collaboration when the school administrator takes the lead in planning and implementing parent-involvement strategies and activities in three major categories--school-home communication, at-home learning, and at-school participation. Examples of activities for each category are briefly described. When implemented in a systematic fashion, these three kinds of activities foster positive home-school collaboration. (LMI)

ED 374 526 EA 026 100

Brian, Donna JG
Parental Involvement in High Schools.
PUB DATE- Apr 94
NOTE- 46p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; *High Schools; *Parent Participation; Parent Responsibility; *Parent Role; *Parent School Relationship; School Involvement

Although parental involvement is recommended at all levels of schooling, involvement of parents at the secondary level has not been well defined in the literature. This paper presents findings of a case study that examined three high schools with

Inside Three Schools: A Midterm Look at the Effective Schools Initiative of the New Jersey Department of Education.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 88
NOTE- 17p.; Publication developed for the New Jersey Department of Education.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Change; *Educational Improvement; *Effective Schools Research; Elementary Secondary Education; Incentives; Participative Decision Making; *School Effectiveness; *State Programs
IDENTIFIERS- *New Jersey

This paper describes second-year outcomes in three New Jersey schools that participated in the Effective Demonstration Schools Project, a grants program that encouraged school-based improvement. The purpose of the three-year grants, awarded during the 1985-86 school year, was to improve students' basic skills performance through the application of principles associated with effective schools research. Data were obtained from site visits and interviews with teachers, administrators, and parents. The three schools included the Red Bank Primary School, Elizabeth School #2, and Atlantic City High School. Findings indicate that the schools differed in their project implementation approaches, but each utilized the principles of inclusion, information and imagination, and incentives. The schools included people in decision making, gathered information about the situation, imagined what could be, and utilized the incentives of success and money to sustain a vision of their schools as effective schools. (LMI)

ED 374 547 EA 026 123

Fossey, Richard
Law, Trauma, and Sexual Abuse in the Schools: Why Can't Children Protect Themselves?
PUB DATE- Nov 93
NOTE- 23p.; Paper presented at the Annual Meeting of the National Organization on Legal Problems of Education (39th, Philadelphia, PA, November 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Child Abuse; Child Advocacy; Childrens Rights; *Child Welfare; *Court Litigation; Elementary Secondary Education; Legal Problems; *Legal Responsibility; *Sexual Abuse

Legal suits concerning sexual abuse of students in the schools have increased since 1987. This paper examines recent cases involving child abuse in the schools from two perspectives. First, it reviews a line of federal cases that have considered whether school districts have an affirmative constitutional duty to protect children similar to the duty that the state owes prisoners and mental patients who are unable to protect themselves. Most federal courts hold that students are not in state custody and can act on their own behalf. Second, the paper reviews factual allegations in recent cases involving sexual abuse in the schools and concludes that the sexual exploitation of students by school employees often occurs for long periods of time. Next, the paper reviews recent research on child abuse and trauma. Findings indicate that children who are victims of physical or sexual abuse often lack a supportive positive and open student-teacher relationships; management of change; strong instructional leadership; a high level of community involvement; a high level of extracurricular participation; and a balance between control and delegation. The data suggest that the two competing theories of organizational success--the school effectiveness model and the excellence model--are partial theories that may complement each other. High productivity best described the SSRP schools, in that they combined effective techniques with strong work cultures. Nine tables are included. (LMI)

ED 374 566   EA 026 149

Should We Restructure Our Schools? A Resource Book To Help Educators Explore the Idea of Restructuring.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 91
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accountability; *Decentralization; *Educational Change; Elementary Secondary Education; Instructional Improvement; *School Choice; School Community Relationship; *School Restructuring

For two and one-half days in November 1990, members of the Lehigh University School Study Council met in retreat to explore the idea of restructuring and to reflect on its relevance for their schools. Participants included superintendents, principals, teachers, and faculty from institutions of higher education. This resource guide was developed by the meeting participants to help members of the council and other interested educators undertake activities similar to those that occurred during the retreat. The guide is organized into two parts. The first part describes the five activities around which the retreat was organized. The activities addressed the following questions: (1) What is meant by "restructuring"?; (2) What forces are pushing toward achieving a different order of results with the changing student population?; (3) What are the nature and scope of the principal restructuring proposals?; (4) What is involved in restructuring a school?; and (5) How does one create a design for a school that will achieve a different order of results? The purpose of each activity is described, as well as a suggested process to achieve that purpose. Finally, examples of materials to implement the process are listed. The second part provides two examples that illustrate how the activities and materials in part 1 were implemented. The first example describes the origins, participants, and outcomes of the three-day retreat. The second example describes how a superintendent and principal of one district adapted part 1's activities and materials to an intra-district program. (LMI)

ED 374 567   EA 026 150

Corbett, H. Dickson; Wilson, Bruce L.
The Central Office Role in Instructional Improvement.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 91
NOTE- 23p.

module of a four-module training program for all individuals employed in programs funded by Oklahoma's Developmental Disabilities Services Division. This includes van drivers, recreation workers, residential staff, administrators, case managers, secretarial/clerical staff, vocational staff, advocates, physicians, psychologists, and others. The primary objective of the module is to have the participant understand and apply the concept of looking at individuals with developmental disabilities as people rather than as products of their disability. Secondary objectives include defining and using "People First" language, identifying criteria involved in the term "developmental disability," describing common developmental disabilities, and listing three statistics concerning people with developmental disabilities. The module includes the primary and secondary objectives, a text and question format that allows participants to become actively involved in the learning process, information from transparencies used in training, and copies of handouts. (JDD)

ED 374 585 EC 303 305

Foundation Level Training. Module Two: Changing Times. Participant's Manual.
PUB DATE- 93
NOTE- 72p.; For trainer's manual, see EC 303 303. For other participant's manuals, see EC 303 304-307.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; Caregivers; Civil Rights; Delivery Systems; *Developmental Disabilities; *Normalization (Disabilities); *Off the Job Training; Social History; *Social Integration; *Staff Development; Trend Analysis; Values
IDENTIFIERS- *Oklahoma

This participant's manual covers "Changing Times", the second module of a four-module training program for all individuals employed in programs funded by Oklahoma's Developmental Disabilities Services Division. This includes van drivers, recreation workers, residential staff, administrators, case managers, secretarial/clerical staff, vocational staff, advocates, physicians, psychologists, and others. The primary objective of the module is to have the participant understand and apply the principle of normalization to the concepts of rights and values of people with developmental disabilities. Secondary objectives focus on perceptions of individuals with developmental disabilities through various periods of history, congregate settings, legislative rights and other rights, types of abuse and neglect, values of individuals with developmental disabilities, the importance of the principle of normalization for improving public images for people with developmental disabilities as well as promoting their social integration within the community, and methods of recognizing and eliminating barriers to normalization. The module includes the primary and secondary objectives, a text and question format that allows participants to become actively involved in the learning process, information from transparencies used in training, and copies of handouts. (JDD)

ED 374 586 EC 303 306

Foundation Level Training. Module Three: Systems and Policies. Participant's Manual.
PUB DATE- 93

collaboration between health care providers and early childhood intervention educators who provide services to children (ages 7 months to 4 years) who are medically fragile or have other special needs and their families. The lack of communication or collaboration is documented, and a causative analysis is provided. In-service seminars were developed and presented by a licensed Clinical Nurse Specialist in pediatrics to both professional groups, separately, on topics concerning special needs children. Education laws were used as a frame of reference, with discussions emphasizing the significance of the laws to both professions in dealing with special needs children and their families. Informal interviews were conducted with families of special needs children to assess their perception of communication and collaboration between health care providers and educators involved with their children. Results indicated that the exposure to the in-service seminar resulted in communication and collaboration, as evidenced by documentation in the medical records of the special needs children. Appendices provide a copy of the medical records review instrument, family interview questions, an outline of the inservice seminar, and an inservice evaluation form. (Contains 23 references.) (JDD)

ED 374 604   EC 303 326

Cross, Alice Frazeur
Strategic Planning and Implementation of a Project that Supports an Early Childhood Special Education Team in Their Implementation of Recommended Practices.
PUB DATE- 1 Jul 94
NOTE- 129p.; Ed.D. Practicum Report, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Disabilities; Early Childhood Education; Early Intervention; Educational Methods; *Educational Practices; Inservice Education; *Program Development; Program Implementation; Special Education; Staff Development; *Strategic Planning; *Technical Assistance
IDENTIFIERS- *University Affiliated Training Programs

This practicum aimed to facilitate development and implementation of recommended practices by an early childhood special education team working with a University Affiliated Program (UAP). A site development project was being developed in response to the recognition by UAP center staff that their activities were not sufficient in helping early childhood programs implement recommended practices. The practicum was designed to close four gaps that had been identified in the site development project: (1) the absence of an organizing structure; (2) the need to gather information about the site team; (3) the need to identify and implement effective staff development strategies; and (4) the need to identify barriers to implementation of recommended practices. A strategic plan was developed by the project team, including a vision, values, operating principles, goal, objectives, and time line of activities. Although delays impacted project implementation, a strategic plan was developed, a self-study by the site team was nearly completed, procedures and forms for selecting staff development strategies were drafted but not tested, and barriers to implementation of recommended practices were identified but plans to resolve them had not yet been made. Appendices contain various practicum administration materials. (Contains approximately 65 references.) (JDD) intensive relationships such as sharing staff or equipment. Distinctions are drawn among the many terms used to describe collaboration, including networks, federations, and clusters. Clusters have emerged as a form of organization for meeting students' special educational needs. Case studies of four clusters are reported here, based on interviews with educators and pupils supplemented by "focus group" discussions in three regional locations. Some clusters had been initiated "top down" by the Local Education Authority (LEA), while a small number had been initiated "bottom up" by the schools themselves. Optimum size for effective clusters was found to be between six and eight schools. Clusters focusing on one aspect of SEN provision were more effective than clusters that became large and complex. Identification of a coordinator of the cluster was a key factor in maintenance of cluster activity. Outcomes for pupils, teachers and other professionals, schools, and LEA are discussed. (JDD)

ED 374 624 EC 303 347

Ysseldyke, James E.; And Others
Educational Outcomes and Indicators for Grade 4.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Aug 94
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Data Collection; *Disabilities; *Educational Assessment; Evaluation Methods; Grade 4; Intermediate Grades; Measurement Techniques; Models; *Outcomes of Education; *Student Educational Objectives; Student Evaluation
IDENTIFIERS- *Performance Indicators

This document presents a model of educational outcomes for learners in grade 4 and the indicators of these outcomes for all students. This includes students identified as having disabilities or developmental delays. The document begins with a presentation of the conceptual model, with Educational Resources (Inputs and Contexts) influencing Learning Opportunity and Process. These, in turn, influence the Outcome Domains, which have a return influence on both the Educational Resources and the Learning Opportunity and Process. The Outcome Domains include Presence and Participation, Family Involvement/Accommodation and Adaptation, Physical Health, Responsibility and Independence, Contribution and Citizenship, Academic and Functional Literacy, Personal and Social Adjustment, and Satisfaction. The conceptual model is extended by identifying outcomes within each outcome domain, with "outcomes" being defined as the results of learning experiences or interactions between children and the educational process. Indicators, which are numbers or other symbolic representations that can be used to determine whether desired outcomes are achieved, are then presented. Finally, examples of possible sources of data for the seven indicators within the Physical Health domain are provided. (JDD)

ED 374 625 EC 303 348

Ysseldyke, James E.; And Others
Educational Outcomes and Indicators for Grade 8.

ED 374 643 FL 022 076

Dixon, Richard
Developing Higher Cognitive Skills through Interpretive Writing.
PUB DATE- Apr 94
NOTE- 14p.; Paper presented at the Annual Meeting of the Central States Conference on Foreign Language Teaching (Kansas City, MO, April 21-24, 1994).
LANGUAGE- English; Spanish
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Higher Education; Instructional Effectiveness; *Literary Criticism; *Literature Appreciation; Second Language Instruction; *Second Languages; Skill Development; Spanish; Spanish Literature; *Thinking Skills; Writing (Composition); *Writing Instruction

One teacher's experience suggests that interpretive writing stemming from the reading and discussion of a literary work, in a second language, promotes development of higher-level cognitive skills. College students in an upper-division Spanish course in one institution are engaged in a writing process with three phases: preparatory; interpretive; and summative. The preparatory stage seeks to establish a common denominator of historical, linguistic, and cultural background for the reading. The interpretive phase allows students to express their own personal confrontation with the literary text, through writing about it. After reading and discussing modernist poetry by several Latin American authors, students write their own poem using specific modernist elements. After reading another text, students are asked to imagine themselves as a main character and write their own extension of events in the text. In other assignments, students are asked to contrast and compare perspectives on a problem posed in a text, assess authors' expressive techniques, and persuade others of their personal interpretation of a text. Examples of students' writing, all in Spanish, are included, with translations appended. A brief bibliography is also included. (MSE)

ED 374 644 FL 022 077

Velsor, Kathleen; O'Neill, Irma J.
The Logic of Language: A Paradigm for Multicultural Literacy.
PUB DATE- May 93
NOTE- 11p.; Paper presented at the Annual Conference on Bilingual and Multicultural Education (13th, Cleveland, OH, May 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Classroom Techniques; Cultural Pluralism; Educational Strategies; Elementary Secondary Education; *English (Second Language); *Intercultural Communication; *Language Role; Literacy Education; *Multicultural Education; Second Language Learning; Self Expression; *Teacher Attitudes

It is argued that in the culturally rich communities developing in the United States, educators can do much more to develop literacy programs that reflect real student needs, differences, and talents. Widespread dependency on pre-defined curricula and assessment is seen as perpetuating outdated classroom strategies and techniques that do not work. A new paradigm for multicultural literacy that acknowledges the role of language as a cognitive and affective factor in human development and proficient (LEP) and language minority children, and that these instruments are often administered by school employees with little or no knowledge of the child's first language or culture. The interrelationship between test bias, test discrimination, and test fairness are also discussed. The paper concludes that schools need to address the cultural diversity of their student population and ensure that children's language proficiency is evaluated in an unbiased, non-discriminatory, and fair manner. (MDM)

ED 374 665   FL 022 414

Wang, Hongjie
Different Mind, Different Rhetoric: An Investigation of the Role of Set Phrases in the Chinese Rhetorical Art.
PUB DATE- 91
NOTE- 63p.; Master's Thesis, Iowa State University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Chinese; *Cliches; Contrastive Linguistics; Cross Cultural Studies; Cultural Differences; *Discourse Analysis; Educational Attitudes; Educational Practices; *English; Foreign Countries; Language Attitudes; *Language Usage; Oral Language; *Rhetoric
IDENTIFIERS- China; United States

This thesis attempts to explain, in light of contrastive rhetoric, the Chinese preference of set phrases and the American disapproval of cliche. It asserts that because society and culture shape the way individuals use their language, Chinese and Americans hold different rhetorical expectations and observe different conventions in forming their discourse. After analyzing the driving forces behind the popularity of set phrases in Chinese discourse, it argues that the nature of the Chinese educational system explains the enduring role of set phrases in Chinese culture. This is due to the fact that education in China still relies heavily on memorization and recitation. The thesis concludes that the Chinese preference for set phrases conforms to the rhetorical theory and practice of the culture, whereas the American disapproval of set phrases represents the changing values of American society. (Contains 41 references.) (Author/MDM)

ED 374 666   FL 022 415

Vanasco, Lourdes C.
Listening: The Agent for Positive Change in ESL.
PUB DATE- Mar 94
NOTE- 14p.; Paper presented at the Annual Convention of the International Listening Association (Boston, MA, March 3-6, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Auditory Discrimination; English (Second Language); Higher Education; Instructional Materials; Language Laboratories; Language Proficiency; Language Research; Language Tests; *Listening Comprehension; *Listening Skills; Secondary Education; *Second Language Instruction; *Second Language Learning; *Teaching Methods

administrators, 54 teachers, and 36 students and to structure classroom observations at 20 schools. The preliminary evaluation findings were discussed with an evaluation cadre of 13 SCANS teachers and synthesized into a best practices handbook. (Appended are the following: SCANS performance checklists, pilot test log, evaluation instruments, cognitive learning theory table, and SCANS best practices handbook.) (MN)

ED 374 215   CE 067 026

Vision 2000 Conference Report (Alexandria, Virginia, July 21-24, 1994).
SPONS. AGENCY- Farm Foundation, Oak Brook, IL.
PUB DATE- Jul 94
NOTE- 106p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adult Education; *Agricultural Education; *Change Strategies; *Conferences; *Educational Change; Educational Needs; *Educational Objectives; Educational Practices; Educational Strategies; Elementary Secondary Education; Program Administration; Program Costs; Program Implementation; Program Improvement; Two Year Colleges; *Vocational Education
IDENTIFIERS- Agenda Preparation (Meetings)

Representatives of 11 organizations playing a leading role in agricultural education (AE) attended a conference to discuss their vision of AE in the year 2000. During the conference, the issues of greatest concern to AE were prioritized, specific strategies/solutions to accomplish each priority were identified, an action plan to achieve desired outcomes and a mission statement unifying the entire AE profession (grades K-14 and adult) were developed. Adjustments in AE organizational structures to foster productive and efficient national leadership were proposed. Among the items included in the action agenda were the following: clarify/define authority, staff, leadership, and other roles; propose shared management services and overhead reduction; create and leverage job openings for executive director positions; consider consolidating AE boards; create an AE budget; and provide training for boards. (Appendixes constituting approximately 75% of this document contain the following: participant list, conference agenda, AE organization profiles, extracts from a study to identify high priority AE issues, list of priority issue strategies and action plans, general session notes, congressional forum speaker summaries, conference memorandum of understanding and news release, mission statement development notes, and matrix of strategies and promises.) (MN)

ED 374 216   CE 067 028

Ohio's Action Agenda for Adult Literacy.
SPONS. AGENCY- Ohio State Bureau of Employment Services, Columbus.; Ohio State Dept. of Education, Columbus.
PUB DATE- 94
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Accountability; Adult Basic Education; *Adult Literacy; Advocacy; Coordination; *Educational Change; Educational Cooperation; *Educational Improvement; Educational Needs; Educational Objectives; Educational Research;

variety of other specific activities for use with each booklet. All activities teach reading, writing, and thinking skills while helping learners apply relevant information to their own lives. (YLB)

ED 374 234 CE 067 134

Celebrate Writing. A Collection of Narratives, Poems, and Essays.
PUB DATE- 94
NOTE- 163p.; For a related guide, see CE 067 135.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Books (010),Creative Works (Literary and Dramatic) (030),Collected Works - General (020)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Adult Students; Essays; *Literacy Education; *Student Publications; *Writing for Publication

This book contains a collection of 76 original essays produced by students at a model adult literacy program run by Literacy Volunteers of America-Chippewa Valley (Wisconsin). The essays were produced by the students with the encouragement of their tutors. The essays are grouped into the following topic categories: life's lessons, citizenship, work and recreation, memories of family life, joys and trials of parenthood, goals and challenges, legends and customs from faraway lands, the ravages of war, and finding a new homeland. The writers and their tutors are profiled at the end of the book. (KC)

ED 374 235 CE 067 135

Clark, Wilma; And Others
Put It in Print. How To Produce a Book of Writings by Adult Literacy Students.
PUB DATE- 94
NOTE- 87p.; For a related book of student writings, see CE 067 134.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Adult Students; Books; *Literacy Education; Printing; *Student Publications; Tutors; *Writing for Publication

This manual is designed to guide literacy providers through the process of producing a book of writings by their adult literacy students. The book is organized in seven chapters. Chapter 1 advocates the value of writing and provides a rationale for a book of writing by literacy students. Chapter 2 provides details of a workshop to be conducted to teach tutors to do the types of writing through which they will coach their students. Application of the writing process to tutoring sessions with adult students is explored in chapter 3. The process of submitting the works, selecting which works to print, and editing the pieces to produce the book are explained in chapter 4. In chapter 5, suggestions are offered for the full range of possibilities for printing the book, and chapter 6 suggests ways to fund the printing costs. Chapter 7 suggests ways to wrap up the project and also provides information on marketing and distribution. Appendixes include handouts for tutors and a resource list for funding. Contains 39 references. (KC)

ED 374 236 CE 067 136

area, type of product, product description, developer, availability, and contact person. (YLB)

ED 374 254 CE 067 167

Murk, Peter J.
Diagnostic Techniques for Training and Development.
PUB DATE- Nov 93
NOTE- 17p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Dallas, TX, November 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; *Corporate Education; *Educational Needs; *Evaluation Methods; Models; *Needs Assessment; *Student Evaluation

Adult educators undertaking training assignments with businesses or industrial firms should use the following methods to conduct a complete needs assessment to determine the scope, depth, length, and cost of training required: general questionnaires/surveys; interviews with several prospective trainees and their administrative supervisors; assessment of records and documents; review of the company's training history; and review of the organizational climate, culture, and levels of support. The diagnostic techniques used during the needs assessment should be comprehensive enough to determine the following: who needs training (intended participants' age, maturity, and educational and experience levels and the organization's philosophies, policies, and practices); why training is needed (mandatory versus voluntary training, participant and company/management expectations, and barriers to training); how and where the training will be conducted (on-site versus off-site training, room arrangements, and special audiovisual equipment needed); what is to be taught and what training strategies and methods will be used (pacing, classroom techniques, adult education skills required of the trainer, and instructional and evaluation techniques); and how much the training will cost (including the costs of instruction, material, travel/housing, certification, and celebration). (Contains 37 references.) (MN)

ED 374 255 CE 067 171

Business Education. Vocational Education Program Courses Standards.
PUB DATE- Jul 94
NOTE- 300p.; Supersedes ED 358 266.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Accounting; Behavioral Objectives; Business Administration; *Business Education; *Clerical Occupations; Competency Based Education; Computer Literacy; Computer Oriented Programs; Cooperative Education; Course Descriptions; Court Reporters; Data Processing; *Data Processing Occupations; Desktop Publishing; Electronic Publishing; Evaluation Criteria; High Schools; Information Systems; Job Training; Keyboarding (Data Entry); Postsecondary Education; Recordkeeping; Secretaries; Small Businesses; *Standards; Supervisors; Word Processing
IDENTIFIERS- Florida

Education.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 94
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; Adult Basic Education; *Adult Educators; *Adult Literacy; *Educational Attitudes; *Literacy Education; Professional Development; Teacher Attitudes; *Teacher Certification; *Teacher Education
IDENTIFIERS- *Professionalization of Teaching

A study examined issues of teacher professionalization within adult literacy education. Relevant research and theory on professionalization were reviewed, the historical experiences of other professional fields were examined, data on state certification requirements for adult basic education (ABE) teachers were analyzed, officials from states having such requirements were interviewed, and focus group discussions and interviews were conducted with adult literacy teachers and program administrators in the Chicago area. It was concluded that the debate on professionalization is likely being impeded by the existence of the following unstated beliefs or premises regarding the nature of ABE: (1) the right of adults to education; (2) state responsibility for the education of adults; (3) the role of teachers in achieving/improving educational quality; (4) the effectiveness of teacher training; and (5) the existence of a body of knowledge relevant to adult literacy education. It was further concluded that the quality of the ABE teaching force will be improved only through close collaboration of practitioners, researchers, and policymakers and on their finding common ground on the five issues identified. (The bibliography contains 46 references. Appended are three tables detailing state teacher preparation/certification requirements, states' teacher training expenditures, and the relationship between them.) (MN)

ED 374 273 CE 067 204

Berryman, Sue E.
The Role of Literacy in the Wealth of Individuals and Nations.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 94
NOTE- 21p.; Derived from a roundtable co-sponsored by the Organisation for Economic Co-operation and Development and the National Center on Adult Literacy.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Education; *Adult Literacy; *Corporate Education; Economic Development; *Economic Impact; Economic Status; Educational Practices; Educational Trends; Education Work Relationship; *Literacy Education; Numeracy; *Outcomes of Education; Role of Education; Salary Wage Differentials; Technological Advancement
IDENTIFIERS- United States; *Wealth; Workplace Literacy

A literature review examined the relationship of adults' verbal and mathematical literacy to employers' investments in training, employee wages, unemployment probabilities, unemployment duration, technological change, productivity, and economic growth. Most of the publications analyzed dealt with the United States. The analysis revealed that adults' basic

Atkinson, Rhonda; And Others
Building Workplace Vocabulary for E & I: Structural Analysis.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 31 Dec 93
NOTE- 86p.; For documents related to this project, see CE 067 219-251.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; Behavioral Objectives; Building Trades; *Electrical Occupations; Instrumentation Technicians; Learning Activities; Learning Modules; *Literacy Education; *Structural Analysis (Linguistics); Trade and Industrial Education; *Vocabulary Development
IDENTIFIERS- *ABCs of Construction Project; *Word Attack Skills; Workplace Literacy

Developed as part of the ABCs of Construction National Workplace Literacy Project, this instructional module teaches word attack skills for use in understanding technical terms encountered by persons employed in electrical and instrumentation occupations. The following topics are covered: the principles of structural analysis, word parts and their use in determining the meanings of words, the limitations of structural analysis, and steps in using structural analysis. Included in the module are 26 exercises in which students are required to use word attack skills/structural analysis to determine the meanings of technical terms used in materials read by persons in electrical and instrumentation occupations. (MN)

ED 374 293 CE 067 231

Atkinson, Rhonda; And Others
Building Workplace Vocabulary for E & I: General, Specialized, & Technical Terms.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 31 Dec 93
NOTE- 64p.; For documents related to this project, see CE 067 219-251.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; Behavioral Objectives; *Building Trades; *Electrical Occupations; Instrumentation Technicians; Learning Activities; Learning Modules; *Literacy Education; Trade and Industrial Education; *Vocabulary Development
IDENTIFIERS- *ABCs of Construction Project; Workplace Literacy

Developed as part of the ABCs of Construction National Workplace Literacy Project, this instructional module teaches general, specialized, and technical terms encountered by persons employed in electrical and instrumentation occupations. Included in the module are the following: a discussion of the difference between general, specialized, and technical vocabulary words; strategies for learning new words; tips for remembering new words; hints for vocabulary development; and five exercises in which students are required to work with general, specialized, and technical vocabulary encountered by

PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Education; Ancillary School Services; Early Parenthood; Economically Disadvantaged; *Employment Programs; *Job Training; *Program Effectiveness; Program Implementation; *State Programs; *Success; *Welfare Recipients
IDENTIFIERS- *Welfare to Work Programs

Research on the results of welfare-to-work programs is both encouraging and sobering. On the one hand, it provides evidence that states can effectively implement various work-oriented programs to encourage large percentages of the welfare caseload to prepare for and enter the labor market. These programs range from rather low-intensity programs aimed at moving recipients into jobs as quickly as possible, to more complex and intensive programs that may include assessment, counseling, and case management as well as education, training, and support services. A number of highly successful programs place a heavy emphasis on employment while providing an integrated set of education, training, and support services. On the other hand, research suggests it is difficult to achieve the multiple objectives established for welfare-to-work programs. None have been able to lift participants out of poverty. A strategy that is successful in increasing the employment and earnings of welfare recipients may not be successful in reducing welfare dependency or achieving cost savings to the government. Strategies aimed at promoting responsible behavior among teenage recipients of Aid to Families with Dependent Children have met with limited success. Continued research on states' programmatic initiatives and structural reforms will provide additional guidance to inform welfare policy and program implementation. (Appendixes include highlights of major research studies on welfare-to-work programs, and seven endnotes. Contains 21 references. (YLB)

ED 374 317 CE 067 257

Morra, Linda G.
Dislocated Workers. Implementation of the Worker Adjustment and Retraining Notification Act (WARN). Testimony before the Subcommittee on Labor, Committee on Labor and Human Resources, U.S. Senate.
PUB DATE- 23 Feb 93
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Adult Education; *Dislocated Workers; *Employment Practices; Federal Legislation; *Job Layoff; *Labor Legislation; Public Policy; *Retraining; *Vocational Adjustment; Vocational Education
IDENTIFIERS- Congress 103rd; *Worker Adjustment and Retraining Notification Act

In February 1993, a General Accounting Office (GAO) representative testified before a U.S. Senate subcommittee regarding implementation of the Worker Readjustment and Retraining Notification Act (WARN), which requires that certain employers give their workers and state/local governments 60 days' notice of impending plant closures or layoffs. The testimony indicated that, according to an 11-state GAO analysis, more than half of employers employing more than 100 persons and planning layoffs of 50 individuals or more were not even required by WARN to provide advance notices. Even when closures/layoffs did appear to meet WARN requirements, fewer than half of the employers provided advance notice, and only 29% of employers providing notification gave the required 60

'Excellent Ideas' for Rebuilding the Intellectual Vitality of Adult Education" (Hemphill); "Some Comments on the Crises of Academic Adult Education" (Schied); "Adult Educators: Outspoken and Visible?" (Guy); "Our Past, New Visions, New Directions: Observations and Thoughts on the Closing Panel on Strengthening Graduate Departments" (Blunt); "The Future of Adult Education Research: Beyond the Paradigm Wars and Intra-Disciplinary" (Blunt); "Final Comment: Closing Session of the 1993 Conference" (Brockett). The following SIG reports are also included: "Critical Theory Special Interest Group" (Guy); "Human Resource Development Special Interest Group"; "International Special Interest Group" (McIntosh, Bersch); and "Research and Theory Building Special Interest Group" (Ferro). The activities of the instructional improvement SIG are summarized in the following reports: "Textbook Authors--Preaching or Practice?" (Polson) and "Approaches to Developing Critical Reflection" (Brookfield). Concluding the proceedings is a list of conference participants. Appended are the 1993 annual report of doctorates conferred in adult education (compiled by Lund and Mason) and the following reports: "Strengthening University Support for Adult Education Graduate Programs" (Knox et al.); "Summary of Interviews with CPAE Institutions" (Quigley); and "Strengthening University Support for Adult Education Graduate Programs: Western Canadian Perspectives" (Sork). (MN)

ED 374 334   CE 067 309

Perin, Dolores; And Others
Workplace Literacy for Psychiatric Health Care Workers. Final Performance Report and External Evaluation Report.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- Sep 94
NOTE- 229p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Reports - Evaluative/Feasibility (142), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; *Allied Health Occupations Education; Behavioral Objectives; Check Lists; Curriculum Development; Guidelines; Hospital Personnel; Individualized Instruction; Inservice Teacher Education; *Literacy Education; *Partnerships in Education; Portfolios (Background Materials); *Program Development; *Program Effectiveness; *Psychiatric Aides; Records (Forms); Student Evaluation; Teaching Methods; Tutorial Programs; Unions
IDENTIFIERS- New York (New York); *Workplace Literacy

This report documents the Workplace Literacy for Psychiatric Health Care Workers project, a partnership between a labor union and the City University of New York through which workplace literacy instruction was provided to mental hygiene therapy aides (MHTAs) employed in five state-operated psychiatric hospitals in New York City. Among the project's major outcomes and accomplishments were the following: conduct of a literacy task analysis, development of a 48-unit (96-instructional hour) curriculum based on the use of tutors' individualized educational plans, and development of four assessment instruments. Appendixes constituting approximately two-thirds of this document contain the following: basic principles underlying the program's implementation, lists of instructional topics and learning objectives, information about the literacy task analysis' purposes/methods, and various driven through well-established systems; national frameworks developed through consensus of all partners provide strong direction to the vocational education system without federal bureaucracy; initial training, further training, and retraining are becoming increasingly integrated; the investment in vocational training for youth among the partners is high; and views of accountability and responsibility prevail that contrast significantly with U.S. attitudes. Nine compelling lessons were suggested for the United States: develop national frameworks; build industry-led institutions at the local level; determine the role of the community college; link school-to-work reform with educational restructuring; avoid tracking; think "system," not "program"; upgrade youth jobs; include workers in the process; and develop economic incentives for employers. (YLB)

ED 374 353   CE 067 348

Munn, Pamela
Adult Education: Participation, Guidance and Progression. Interchange No. 29.
PUB DATE- 94
NOTE- 13p.; For related reports, see ED 362 753-755 and ED 369 991.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Counseling; *Adult Education; Adult Programs; Developed Nations; *Educational Opportunities; Foreign Countries; Guidance Programs; *Marketing; *Motivation; *Participation; Publicity; Public Relations; Reentry Students
IDENTIFIERS- *Scotland

The Scottish Office Education Department commissioned four interlinked studies of adult education between October 1991 and November 1993. The studies were designed to do the following: provide an overview of provision, progression, and guidance opportunities for adult learners in Scotland; supplement this overview with in-depth pictures of opportunities and kinds of provision; and study adults' reasons for returning to education. Findings indicated that one of the greatest strengths was the range and diversity of educational opportunities available. This diversity was also a weakness since the public lacked knowledge of the nature and extent of available educational opportunities. The organizations providing education for adults used a wide range of strategies to publicize educational opportunities; personal contact was the most effective but also the most expensive. Adults reported a number of reasons for returning to education, but most hoped that enhanced skills and qualifications would help them in the job market. They reported many different gains from participation. In many cases, the main result of these gains was a desire to progress to the next stage in education. Yet strategies for progression appeared to arise in an ad hoc way rather than as a result of clearly thought-out policy. Four issues were seen as important for encouraging and sustaining adults' participation in education: incentives to collaboration, special weighting for risky students, measurement of personal and social gains, and professional development. (YLB)

ED 374 354   CE 067 349

Danzig, Arnold; Vandegrift, Judith A.
Tensions between Policy and Workplace Opportunities in Rural

percent of respondents felt that steroids are not harmful if properly used, and 45% felt that steroids were likely to increase their athletic performance. Steroids can improve performance without immediate severe physical harm, and thus are attractive to athletes, who often suffer from anxiety connected with performance in their sport. Significant percentages said they knew where to obtain steroids and might use them to enhance performance; 42%, however, said they look to their coaches as role models and alcohol and drug educators. The influence of coaches on their players is known to be profound and long-lasting. Younger children are likely to be influenced even more than players at the high school and college level. It is important that coaches talk to their players about the deleterious effects of steroids. The coach also needs to explain that other drugs and alcohol do not offer escape from pressure, anxiety, or low self-esteem and, in fact, may lead to decreased performance. Effective use prevention can be based on knowledge and the development of appropriate attitudes and decision-making skills. (MSF)

ED 374 372   CG 025 649

Hadge, Carolyn
Assessing Adolescent Treatment Programs.
PUB DATE- 91
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Adolescents; Alcohol Abuse; Ancillary School Services; Costs; *Counseling Effectiveness; Drug Abuse; Family School Relationship; *Residential Care; *Residential Programs; School Counseling; *School Counselors; Secondary Education; Student School Relationship

Residential treatment for alcohol/drug abuse may be a significant event in an adolescent's life. School counselors may further the experience by developing familiarity with available treatment programs. Having all available options at hand, a client or family can make a choice, thereby gaining an investment in the treatment decision. In order to help counselors guide families seeking information about residential treatment programs, this fact sheet lists questions to consider in several areas. Cost, Program Goals, Staff Credentials, Program Components, Aftercare, School-Related Education, Service Agreements, Relapse Programs, and Program Location are the sections covered. (MSF)

ED 374 373   CG 025 650

Bates, Marsha E.
Alcohol Impairment and Social Drinking.
PUB DATE- 92
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adolescents; Adults; *Alcohol Abuse; Cognitive Ability; *Cognitive Development; Cognitive Processes; *Drinking; Drug Use; *Health Education; *Social Behavior; Young Adults

Cognitive abilities of social drinkers are generally thought to be affected by alcohol only during acute intoxication, but several studies suggest that sober-state performance may be affected by the quantity of alcohol consumed per drinking

Reading Management

This booklet presents the Reading Framework for the 1992 and 1994 National Assessment of Educational Progress (NAEP), which contains the rationale for the aspects of reading assessed and the criteria for the development of the assessment. The booklet notes that the new reading assessment examines students' abilities to construct, extend, and examine the meaning of what they read; assesses student performance in different reading situations; and includes special studies to examine other aspects of reading, including the fluency of students and their reading habits and practices. Chapters of the booklet are: (1) Development of the 1992-94 Reading Framework (with sections on steering committee guidelines and on considerations and principles); (2) The Design of the 1992-94 Reading Framework (with sections on a goal for reading literacy education; constructing, extending, and examining meaning; and constructing the assessment); and (3) Special Studies and Background Information (with sections on special studies of oral reading and response; portfolio and metacognition study; and with information for educational policy makers). Appendixes listing steering and planning committee members, and giving sample readings and test items for 4th, 8th, and 12th grades are attached. (RS)

ED 374 393 CS 011 822

Barr, Ada M.

Whole Language: A Survey of Language Arts Approaches in Cass County Michigan Secondary Schools.

PUB DATE- 10 Jul 94

NOTE- 57p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- High Schools; *Language Arts; Reading Research; *Teacher Attitudes; *Teacher Behavior; *Whole Language Approach

IDENTIFIERS- *Michigan (Cass County); Teacher Surveys; Teaching Research

A study investigated whether whole language principles had "seeped" into secondary language arts teaching in Cass County, Michigan by surveying teachers' attitudes. A total of 14 of the 15 language arts teachers in the four secondary schools in the county returned completed surveys. Results indicated that the language arts teachers (1) had approximately 20 years teaching experience; (2) had both undergraduate and graduate degrees; (3) had one or more hours of training in whole language and "somewhat" understood the concept of whole language instruction; (4) use the traditional approach to instruction, but use other whole language strategies as well; and (5) prefer a combination of traditional and whole language approaches in the classroom. Findings suggest that most teachers seemed willing to try new strategies but were unwilling to discard "tried and true" methods. (The survey instrument, cover letter, a table of data, and 17 figures of data are attached. Contains 18 references.) (RS)

ED 374 394 CS 011 823

Routman, Regie; And Others

The Blue Pages: Resources for Teachers: from "Invitations." Updated, Expanded, and Revised.

PUB DATE- 94

NOTE- 264p.

Star Light, Star Bright: Whole-Language Activities with Nursery Rhymes.
PUB DATE- 93
NOTE- 144p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- *Beginning Reading; *Class Activities; Creative Expression; Literature Appreciation; Primary Education; Reading Writing Relationship; Thematic Approach; *Whole Language Approach
IDENTIFIERS- *Nursery Rhymes

This book, which uses nursery rhymes as its literature base, represents a non-threatening approach to beginning reading for children in kindergarten through grade 3. The book uses a variety of cross-curricular activities which are built around four familiar nursery rhymes. The book's introduction describes how each rhyme may be used over a 5-day period, offers suggestions for developing additional units using any nursery rhyme, and includes an index of the skills taught in each activity. Useful background information is provided with each unit, along with descriptions of the activities and the concepts they develop. Blackline masters for the activities are included at the end of each unit. An appendix offers additional rhyme activities; scheduling, evaluation, and record-keeping tips; and sample letters to parents. (NKA)

ED 374 414 CS 011 844

Farr, Roger; Greene, Beth G.
The Indiana State Assessment System: Are We Up to the Challenges?
PUB DATE- 94
NOTE- 4p.; Photographs may not copy adequately.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- Elementary Education; *Evaluation Methods; *Language Arts; *Mathematics; Portfolios (Background Materials); Professional Development; Program Descriptions; State Standards; *Student Evaluation; *Test Format; *Testing Programs
IDENTIFIERS- *Indiana; Portfolio Approach

The Indiana State Assessment System, new for the 1995-96 school year, will emphasize student-constructed answers in both language arts and mathematics in grades 3, 4, 8, 10, and 12. Optional classroom performance assessments will be available for grades 2, 5, 6, 7, 9, and 11. Local diagnostic tests will be available at the same grades as the grades for the mandated assessments, and classroom portfolios will be required at all grades. The assessment system is a carefully planned set of assessments that work together to provide the information needed for understanding outcomes, planning instruction, and helping learners to become assessors of their own progress. Professional development will be needed to assure the assessment program's success. Whatever resources the state provides, Indiana school districts must work to expand those resources to assure that teachers gain the skills and understandings they need to build the program's success. (RS)

ED 374 415 CS 011 845

De Carlo, Julia E.
Perspectives in Whole Language.
PUB DATE- 95

with a long history of doing poorly in school) constructed the exchange collaboratively; and most of her students became highly involved in their writing. Students were interviewed and writing samples were collected. The teacher created a warm and caring community in which students felt comfortable with one another; she allowed different students different ways into learning; she provided support for the students when the British writing arrived; and she took advantage of opportunities to promote metacognitive control. (Contains three writing samples and excerpts from student interviews.) (RS)

ED 374 432 CS 214 505

Freedman, Sarah Warshauer
School Reform through Examinations: Lessons from the British Experience. Occasional Paper No. 38.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 94
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- British National Curriculum; Case Studies; Comparative Analysis; Curriculum Research; *Educational Change; Foreign Countries; *National Competency Tests; Secondary Education; *Student Evaluation; *Testing; *Writing Achievement; Writing Research
IDENTIFIERS- *Great Britain

A study examined national examinations in Britain and their effects on what and how students learn. A national questionnaire was completed by 695 teachers across grade levels and 702 of their students at the secondary level in both the United States and Great Britain. Observations were conducted in eight English/language arts classrooms in the two countries, across the equivalent grades 6-9. Two case study classes, one in the United States and one in England, were paired and students exchanged their writing with one another for an entire academic year. Observations were conducted in 1987 and 1988, when the national examination system was in a state of flux. The exam classrooms had to adhere to requirements that inhibited the teachers' abilities to build a coherent curriculum with their students and inhibited the amounts and kinds of writing the students did. The high stakes of the examiner audience and the teachers' and students' perceptions of the kind of writing that was appropriate for the exams constricted how and what students wrote. Students in the exam classes, unlike the groups of younger British students who had no exams and unlike their United States partners, showed real involvement in their writing only when they were not writing for the examiner, which was rarely. The British examination system, in 1994, has changed to include more emphasis on terminal exams and less emphasis on portfolios or coursework. Findings suggest that the path to curricular reform through examinations, though tempting, remains elusive. (Contains 10 references.) (RS)

ED 374 433 CS 214 506

Calfee, Robert C.
Ahead to the Past: Assessing Student Achievement in Writing. Occasional Paper No. 39.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

assessment programs, which employ a broad selection of assessment activities, ranging from department portfolios to case studies to senior capstone projects. The fourth component is informational assessment, which consists of a collection of interviews with students in the portfolio sample and with faculty at the end of each academic year. The number of students included in the sampling is about 200. (Contains evaluative schema, departmental guidelines, and an assessment descriptive features grid.) (TB)

ED 374 450   CS 214 526

Higgins, Lorraine; Flower, Linda
Negotiating Competing Schemas for Discourse: A Framework and Study of Argument Construction. The Writing of Arguments across Diverse Contexts. Study 2. Final Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 94
NOTE- 63p.; For Study 3, see CS 214 527.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Higher Education; Individual Differences; *Persuasive Discourse; Prior Learning; Social Problems; Undergraduate Students; *Writing Processes; Writing Research
IDENTIFIERS- Controversial Topics; Pennsylvania (Pittsburgh); Rhetorical Strategies; *Writing Contexts

A study described college student writers as they constructed arguments, creating a picture of school-based argument drawn not from ideal models of arguments as envisioned by educators, but from experiences of students themselves. A three-part framework that synthesizes rhetorical perspectives on argument with a social-cognitive view of the writing process serves as the basis for the description of both larger patterns as well as individual differences in argument. Subjects, nine female students (ages 18-36) enrolled in a developmental English course (part of a college reentry program in an inner-city Pittsburgh campus of a community college), wrote six essays summarizing, responding to, synthesizing, and arguing about issues of racism and prejudice based on an interview with a former Klansman and three articles on the social and psychological causes of racism and prejudice. Subjects' writing portfolios were evaluated. Results indicated that the influential features of the argument situation were not limited to social cues and material resources but also the writer's prior knowledge, values, cultural experience, and personal goals. Results also indicated that: (1) the degree to which writers must construct knowledge via strategies of selecting, connecting, and organizing claims and evidence was never entirely predictable; (2) the students had difficulty translating and managing personal knowledge when putting their arguments on paper; and (3) a great deal of metacognitive knowledge hard to capture with texts or protocols came into view when the students were asked to reflect on their goals, strategies, and conflicts. (Contains 74 references and 9 figures of data. Interview questions are attached. (RS)

ED 374 451   CS 214 527

Flower, Linda; Deems, Julia
Negotiations in Community Literacy: Conflict in Community Collaboration. The Writing of Arguments across Diverse Contexts. Study 3. Final Report.

IDENTIFIERS- *Trade Books

Suggesting that teachers who encourage students to use many kinds of trade books across the curriculum are likely to be rewarded with students who are excited about learning, this fastback focuses on using children's literature across the curriculum. The fastback discusses reader response theory, connecting the curriculum through literature, guidelines for thematic studies, acquiring children's literature, literature in the content areas (social studies, science, mathematics, music, art), multicultural literature, and selecting multicultural literature. The fastback concludes that the current abundance of interesting informational and fiction books available to support all areas of the curriculum should encourage teachers to select them to enhance the subjects being taught. Contains 25 references. A list of 15 books for teachers and 80 books for children is attached. (RS)

ED 374 468 CS 214 551

Dodson, Charles B.
Using Homer To Teach the "Ramayana."
PUB DATE- Apr 94
NOTE- 12p.; Paper presented at the Annual Meeting of the College English Association (25th, Orlando, FL, April 7-9, 1994).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Greek Literature; Higher Education; *Literary Criticism; Literature Appreciation; Multicultural Education; *World Literature
IDENTIFIERS- Classics (Literature); *Homer; Indian Literature; *Ramayana

An effective way to expand students' knowledge and enjoyment of noncanonical, or at least unfamiliar, works is by using more familiar works as benchmarks. For example, in a sophomore-level world literature survey course, students have already read a large part of the "Iliad" and all of the "Odyssey" when they are asked to study R. K. Narayan's shortened prose version of an Indian epic, the "Ramayana." Students have no trouble identifying a surprising number of parallels between the epics, inspite of the different religious, cultural, and geographic origins that underlie them. For example, both the "Iliad" and the Indian epic tell of a great war caused by the abduction of a princess, a siege of the abductor's city, the confrontation of the abductor and the aggrieved husband, and the return of the princess to her home city. However, within this framework of similarities, it is the differences that students find so uniquely interesting in Valmiki's epic. For instance, there is the emphasis on asceticism, contemplation, and restraint that the Homeric personage would probably consider odd, impractical, even weak. Furthermore, Homer's warriors have no time for speculation; Rama has 14 years for it. For the Greek warrior, human suffering can be explained simply and easily: the gods are responsible. But to the Indian, such issues are the subject of debate and introspection. (TB)

ED 374 469 CS 214 552

Seitz, James E.
A Different Exemplum: Those Whom Good Teaching Fails.
PUB DATE- 15 Jul 94
NOTE- 10p.; Paper presented at the Annual Penn State Conference

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Communication Research; *Computer Attitudes; *Computers; Higher Education; *Interpersonal Communication; Interpersonal Relationship; *Man Machine Systems; Undergraduate Students
IDENTIFIERS- Research Suggestions

Conducted in the attribution-research paradigm of social psychology, a study examined whether human-computer interaction is fundamentally social (as in human-human interaction) or parasocial (as in human-television interaction). All 30 subjects (drawn from an undergraduate class on communication) were exposed to an identical interaction with computers. In one condition, subjects were told they were dealing with computers; in another, they were told they were interacting with programmers. Each subject was tutored by two different computers on two topics and evaluated by the computers. The first set of evaluations praised the subject four out of five times, the second set of evaluations criticized the subjects four out of five times. Psychological differences were found between conditions, suggesting human-computer interaction to be social rather than parasocial. Users tended to respond to computers as though the computers were other humans, and dealing with computers is more like interpersonal communication rather than like mass communication. Further research should expand on this study by adding another condition wherein subjects are led to believe that they are interacting with a live tutor/evaluator in another room. Depending on whether this condition is closer to the computer condition or the programmer condition, theories about the socialness of human-computer interaction can be generated. (Contains 25 references and one table of data.) (RS)

ED 374 488 CS 508 699

Sallot, Lynne M.
Doing Good Is a Hustle, Too: Effects of Motives To Impression Manage, Communication Style, and Licensing on the Reputation of the Public Relations Practitioner.
PUB DATE- 11 Aug 94
NOTE- 57p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (77th, Atlanta, GA, August 10-13, 1994).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Adults; *Certification; Communication Research; Higher Education; Media Research; Motivation; Professional Recognition; *Public Relations; Questionnaires; Undergraduate Students
IDENTIFIERS- Communication Styles; *Impression Management; *Professional Concerns

A study tested effects of motives, communication style, and licensing (whether the practitioner is licensed or not) on public relations practitioners' reputations. Impression management theory suggests that perceived motives and self-interests may explain the poor reputation sometimes attributed to public relations practitioners. Subjects, 585 undergraduate students and non-student adults, read one of four brief news articles announcing plans of a fictitious manufacturer of laser printers to launch a laser cartridge recycling program in the local community. The four different types of news stories were combined with four different background information sheets on

Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Block Grants; *Educational Improvement; Elementary Secondary Education; *Federal Aid; *Federal Programs; Federal Regulation; Federal State Relationship; New Federalism; School District Autonomy; *School District Spending
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 2

Chapter 2 of Title I of the Elementary and Secondary Education Act is a formula grant program designed to support educational improvement. The intent of the Chapter 2 program is to make funds available for state education agencies (SEAs) and local education agencies (LEAs) to improve elementary/secondary education, meet the special educational needs of at-risk students, and support innovative school programs. Under the Chapter 2 program, LEAs receive block grants and have wide discretion over how they allocate funds. This paper assesses the effectiveness of the Chapter 2 program, with a focus on how successfully it promotes educational improvement. The data were collected through: national surveys conducted at the state and local levels; and case studies of 6 LEAs (Colorado, Indiana, Maryland, Mississippi, Texas, and Vermont) and 18 school districts (3 in each case-study state). If educational improvement is defined as addressing states' and districts' specific priorities, then Chapter 2 has been an effective strategy, especially when these priorities relate to educational reform as they often do. However, Chapter 2 has an uneven record in other respects. Findings show that these funds are used in much the same way as they were before the program's reauthorization: to support the purchase of instructional materials. As a strategy to focus funds on school improvement, the target areas have been less than successful. Recommendations include: (1) eliminate the targeted assistance areas; (2) focus both state and local Chapter 2 funds on educational reform initiatives and/or educational priorities; (3) eliminate materials and equipment as allowable expenditures unless they are directly related to reform; and (4) require that LEAs concentrate Chapter 2 funds on one specific activity/program related to reform or and educational priority. One figure and six tables are included. (LMI)

ED 374 508 EA 026 079

Claudet, Joseph G.; Ellett, Chad D.
Developing, Measuring and Testing an Organizational Model of Instructional Supervision: Implications for Administrative Leadership.
PUB DATE- Oct 93
NOTE- 54p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (7th, Houston, TX, October 27-31, 1993).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Causal Models; Elementary Secondary Education; Factor Analysis; Multiple Regression Analysis; *Organizational Climate; *Organizational Effectiveness; Reliability; *School Effectiveness; *Supervisory Methods; Validity

This paper presents findings of a study that developed, measured, and tested the Organizational/Supervisory (O/S) Model of varying levels of parental involvement--the first, a large high school with a predominantly working class student body; the second, a small, innercity magnet school; and the third, a medium-sized suburban school. Research methods included interviews with a total of 100 students, parents, teachers, and administrators; an analysis of unobtrusive data; and informal interviews with school staff. Epstein's (1987) typology of parent involvement is used to compare the combined views of interview respondents regarding appropriate roles for parental involvement in high schools. Findings indicate that school climate as it related to parental involvement had more influence on the views of interview respondents than did any other factor. Teens unanimously said that parents should be involved in their education. Some implications are as follows: (1) parental involvement programs are as desirable at the high school level as the elementary level; (2) parents need to be educated about the benefits of involvement; (3) programs should provide parents with a variety of ways to participate; (4) programs should fit the individual school's needs; and (5) involved parents often contribute to school improvement efforts. Two figures are included. (Contains 105 references.) (LMI)

ED 374 527 EA 026 101

Fitz, John; And Others
Brief Encounters: Researching Education Policy Making in Elite Settings.
PUB DATE- Apr 94
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Access to Information; Educational Policy; Elementary Secondary Education; Foreign Countries; *Policy Formation; *Power Structure; *Qualitative Research; Research Methodology; Research Problems
IDENTIFIERS- *United Kingdom

Ethnographers have traditionally encountered problems in conducting qualitative research in elite settings. The powerful, in this case, the administrative and political elite in the United Kingdom, have considerable constitutional, legal, and cultural resources that enable them to deflect or channel any research in which they are the objects of inquiry. The United Kingdom, unlike the United States, has no framework of rights that compels the state to disclose information to its citizens. This paper presents findings of a study that examined the policymaking process for grant-maintained (GM) schools in the United Kingdom, which a focus on the obstacles encountered in interviewing the policymaking elite. Interviews were conducted with two groups that had considerable influence on the GM schools' policy: (1) six civil servants who were directly involved in drafting policy details; and (2) two male Conservative education ministers. One obvious danger to researchers is that they will simply reproduce the discourse of the powerful. However, narrative accounts can be analyzed to illustrate the rules they create and reproduce, and the context within which they were generated. (LMI)

ED 374 528 EA 026 102

network of peers and adults. In addition, profound psychological trauma often renders children vulnerable to further abuse and diminishes their ability to get help. These findings suggest that the federal courts are wrong to assume that child abuse victims have the capacity to defend themselves or summon aid. (LMI)

ED 374 548 EA 026 126

Finnan, Christine R.; Hopfenberg, Wendy S.
Becoming a True Middle School: Cultural Transformation of Accelerated Middle Schools.
PUB DATE- 94
NOTE- 23p.; A product of the Accelerated Schools Project.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Acceleration (Education); *Educational Change; *Educational Environment; Intermediate Grades; Junior High Schools; *Middle Schools; *Organizational Climate; Resistance to Change; *School Restructuring
IDENTIFIERS- *Accelerated Schools

The Accelerated Schools Project is based on the premise that all children can learn and can learn at high levels. It provides both a philosophy and a process for schools interested in making radical change. The philosophy is built on the following three principles: unity of purpose, empowerment coupled with responsibility, and building on strengths. This paper describes the experiences of one middle school with two reform efforts. In the first instance, reform was imposed on the school when it was designated as a desegregation magnet school. In the second situation, the school community chose to reform itself by deciding to participate in the Accelerated Schools Project. The experiences of Drayton School demonstrate that true middle school reform will occur when schools are perceived as culture-bearing institutions. Rather than viewing schools as resistant to change, educators must understand how to build capacity within schools to achieve the goals within their school culture. Reform will also occur when change is not forced on schools. Finally, reform will flourish when it is guided by a philosophy that makes sense to all members of the school community and a process in which all members participate to implement and sustain the changes. Contains 24 references. (LMI)

ED 374 549 EA 026 127

Sidler, Jennifer L.
Partnerships as Mechanisms for Change: The Benefits of, and Barriers to, Collaboration.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 22 Aug 94
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Change; *Educational Cooperation; *Educational Planning; Elementary Secondary Education; *Partnerships in Education; Resistance to Change; *School Restructuring

Focus groups are conducted each year within the mid-Atlantic region of the United States to gather information on school restructuring to help Research for Better Schools (RBS) in its

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Effectiveness; Elementary Secondary Education; *Information Dissemination; *Instructional Improvement; Organizational Climate; *School Districts; Teacher Administrator Relationship

The quality of education offered by a school district is measured by the extent to which all of its students become successful learners. Students' chances for success are often dependent on the district's assignment process. This paper presents findings of a study that identified the ways in which central offices encouraged administrators and teachers to seek access and use important instructional knowledge. Specifically, the study examined how five central offices: (1) organized instructional improvement efforts; (2) led those efforts; (3) developed normative support for improvement; and (4) affected the extent of teachers' and administrators' access to and use of the instructional knowledge related to those activities. Four suburban and one rural school system in the mid-Atlantic region were examined. Methods included: (1) interviews in 3 districts with 176 central office administrators, 138 principals, and 190 teachers; and (2) interviews in 2 districts with 9 principals, 7 central office administrators, and 123 teachers. The five districts exemplified the following approaches to school improvement: school choice, top-started/bottom-run, evolutionary change, bottom-started/bottom-run, and countering diversity. In conclusion, the central office's role in instructional improvement is most effectively enacted through giving a clear and consistent message that instructional improvement is the primary expectation for adults in the system. Second, the consistency of the message is a function of involvement, support, and communication. One table is included. (LMI)

ED 374 568   EA 026 151

Goals 2000: A World-Class Education for Every Child.
PUB DATE- 94
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accountability; *Educational Change; *Educational Improvement; *Educational Objectives; Elementary Secondary Education; Federal Aid; Federal Programs; Federal State Relationship; Government Role; Program Validation; State Action; *Statewide Planning
IDENTIFIERS- *Goals 2000

On March 31, 1993, President Clinton signed into law the Goals 2000: Educate America Act. The Goals 2000 Act sets educational improvement and participation as national priorities to be achieved through local and state ingenuity, not federal control. This document offers general information on the Act and provides questions to help educators and parents plan courses of action in their communities. Information is provided on how the partnership works and how to get started. The following 10 elements for developing the local action plan are described: (1) teaching and learning, standards and assessment; (2) opportunity-to-learn standards and program accountability; (3) use of technology; (4) governance, accountability, and

NOTE- 43p.; For trainer's manual, see EC 303 303. For other participant's manuals, see EC 303 304-307.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; Caregivers; *Delivery Systems; *Developmental Disabilities; *Human Services; Individualized Programs; Interdisciplinary Approach; Normalization (Disabilities); *Off the Job Training; Rehabilitation Programs; *Staff Development; *State Programs; Teamwork
IDENTIFIERS- *Oklahoma

This participant's manual covers "Systems and Policies," the third module of a four-module training program for all individuals employed in programs funded by Oklahoma's Developmental Disabilities Services Division. This includes van drivers, recreation workers, residential staff, administrators, case managers, secretarial/clerical staff, vocational staff, advocates, physicians, psychologists, and others. The primary objective of the module is to have the participant understand the system that shapes service delivery in Oklahoma for people with developmental disabilities. Secondary objectives focus on specific services provided and people responsible for delivering those services, basic services provided by state employees and private provider agencies, members of interdisciplinary teams, elements of successful habilitation programs, and the process an interdisciplinary team goes through in developing an individual plan. The module includes the primary and secondary objectives, a text and question format that allows participants to become actively involved in the learning process, information from transparencies used in training, and copies of handouts. (JDD)

ED 374 587 EC 303 307

Foundation Level Training. Module Four: The New Frontiers. Participant's Manual.
PUB DATE- 93
NOTE- 31p.; For trainer's manual, see EC 303 303. For other participant's manuals, see EC 303 304-306.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; Advocacy; Assistive Devices (for Disabled); Caregivers; *Delivery Systems; *Developmental Disabilities; Family Programs; Human Services; Normalization (Disabilities); *Off the Job Training; Public Policy; *Staff Development; State Programs; *Technological Advancement; Trend Analysis
IDENTIFIERS- *Oklahoma; Self Advocacy

This participant's manual covers the fourth module of a four-module training program for all individuals employed in programs funded by Oklahoma's Developmental Disabilities Services Division. This includes van drivers, recreation workers, residential staff, administrators, case managers, secretarial/clerical staff, vocational staff, advocates, physicians, psychologists, and others. The primary objective of the module is to have the participant understand future trends, both technological and environmental, influencing the delivery of services to individuals with developmental disabilities. Secondary objectives include discussing influences on the policies of the State of Oklahoma in the provision of services to individuals with developmental disabilities, listing areas

ED 374 605 EC 303 327

Reblin, Patricia A.
A First-Grade Inclusion Model That Trains Classroom Teachers To Modify and Develop Curriculum for Language-Learning Disabled Students.
PUB DATE- 6 Jun 94
NOTE- 73p.; Ed.D. Practicum Report, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Generalization; Grade 1; *Language Acquisition; *Language Impairments; *Learning Disabilities; *Mainstreaming; Primary Education; Resource Teachers; Social Integration; *Speech Therapy; *Team Teaching; Therapists
IDENTIFIERS- Inclusive Schools; Teacher Collaboration

This practicum determined that students with language learning disabilities were not experiencing success in the regular classroom, and skills acquired in a pull-out program were not generalizing to the regular classroom. The practicum piloted a first-grade inclusion program which called for the resource room teacher and speech language pathologist to co-teach with the classroom teacher for 8 hours weekly. The three educators cooperatively modified curriculum for all language levels and co-taught lessons for the whole class along with daily small group cooperative learning lessons with teachers as facilitators. Data indicated that the number of referrals for speech and language services dropped somewhat, and staff felt that students had done better in the regular classroom than they would have in a pull-out program. Achievement increased along with social and pragmatic skills though not all students met the practicum objectives. Because learning experiences were connected, there was no problem with skills taught in the resource room generalizing to the classroom. The study concludes that implementation of such a co-teaching arrangement requires staff who are compatible, initial training, ample planning time, and a low teacher/student ratio. Copies of questionnaires used to assess staff attitudes toward the program are provided in appendixes. (Contains 19 references.) (JDD)

ED 374 606 EC 303 328

Halpin, Sheila
A Program Designed and Implemented To Alleviate Feelings of Isolation for the Extended Families of Primary, Severely Emotionally Disturbed Children through an Educative and Social Support Network.
PUB DATE- 26 Jul 94
NOTE- 64p.; Ed.D. Practicum Report, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Child Rearing; Emotional Adjustment; *Emotional Disturbances; Family Involvement; Networks; *Parent Education; *Parent Participation; Primary Education; Program Development; *Social Support Groups; Workshops

This practicum was designed to alleviate feelings of isolation experienced by parents and extended family members of 17 primary students with severe emotional disturbance (SED). Practicum activities included biweekly educative and social support workshops for the parents and extended family members;

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Aug 94
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Disabilities; *Educational Assessment; Evaluation Methods; Grade 8; Junior High Schools; Measurement Techniques; Models; Outcomes of Education; *Student Educational Objectives; Student Evaluation
IDENTIFIERS- *Performance Indicators

This document presents a conceptual model of educational domains and outcomes for learners in Grade 8 (or approximately 13 years of age) and possible indicators for each outcome for all students, including students with disabilities or developmental delays. In the model, educational resources (inputs and contexts) influence learning opportunity and process. These, in turn, influence the outcome domains, which include presence and participation, accommodation and adaptation, physical health, responsibility and independence, contribution and citizenship, academic and functional literacy, personal and social adjustment, and satisfaction. The conceptual model is extended by identifying outcomes within each outcome domain and then indicators of the outcomes. Examples of possible sources of data for the seven indicators within the domain called "contribution and citizenship" are provided. An annotated list of six supporting documents concludes the document. (JDD)

ED 374 626 EC 303 349

Wagner, Graham A.
Conductive Education: Feasibility Study on Developing a National Curriculum Plan for Those Working in Conductive Education in New Zealand.
PUB DATE- 94
NOTE- 140p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cerebral Palsy; *Curriculum Development; Foreign Countries; Higher Education; *Motor Development; *Needs Assessment; *Neurological Impairments; Physical Disabilities; Physical Mobility; Professional Development; Professional Education; Psychomotor Skills; *Staff Development; Therapy
IDENTIFIERS- *Conductive Education; *New Zealand

This study sought to determine whether there are national training needs among staff of conductive education programs in New Zealand. Conductive education is a unified system of education for children and adults with a motor disorder whose disability has been caused by damage to the central nervous system. The study, which focuses primarily on programs employing Hungarian-trained conductors, shows conclusively that there are clearly defined training needs among coordinators/managers, program chairpersons and committees, conductors, specialists, parents, and other staff. An approach to training that would fulfill these needs is presented, with three levels including short courses, undergraduate courses, and postgraduate courses. Recommendations are made for developing a national curriculum, while recognizing that each program is responsible for its own in-house staff training and learning is proposed. In this approach, schools should be "linguistic zones" in which students and teachers learn to listen to different voices. Empowerment of each individual, by providing a social and cultural context for the use of language to solve problems, is the objective. It is suggested that to make this occur: (1) every classroom must be filled with varied vehicles for communication, (2) all students must enter into a critical dialogue with those outside their cultural communities, and (3) educators must create literature with the people in the communities they teach. Examples of programs in which these things are being done are offered. A brief reference list is included. (MSE)

ED 374 645 FL 022 097

Language, Culture, and Identity.
PUB DATE- 94
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DFSCRIPTORS- Academic Standards; *Acculturation; Curriculum Design; Elementary Secondary Education; English (Second Language); *Immigrants; *Language Maintenance; *Language Role; Limited English Speaking; *Minority Groups

This theme issue, devoted to the relationship between language, culture, and identity, contains three articles, all by Anne Turnbaugh Lockwood, and a commentary by Florence L. Johnson. The first article, entitled "The Heart of Culture," reports on an interview with Henry T. Trueba, an educator specializing in the roles of language, culture, and identity in the schooling of language minority children. In it, the experience of immigrants in a new society is examined and the ideal bilingual education experience is discussed. "Coming to America" profiles a Mexican immigrant boy who grows to manhood in the United States and copes successfully with the challenges of maintaining his native language and learning and new language and culture, and then became an elementary school teacher. "Language, Culture, and Education" presents the story of one elementary school teaching an increasingly diverse student population, using creative solutions to difficult challenges. Florence Johnson's commentary and review of literature focuses on three concerns about schooling in the United States: (1) how teachers' perceptions, expectations, and educational practices are influences by children's race, culture, language, and social class; (2) the effects of these on student outcomes; and (3) what schools can do to create positive experiences for children. (MSE)

ED 374 646 FL 022 098

Straight, H. Stephen, Ed.
Languages Across the Curriculum. Translation Perspectives VII. 1994. Invited Essays on the Use of Foreign Languages throughout the Postsecondary Curriculum.
PUB DATE- 94
NOTE- 147p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143)
DESCRIPTORS- *College Programs; *Educational Attitudes; Educational Strategies; Foreign Students; Graduate Students; Higher Education; Interdisciplinary Approach; Language

IDENTIFIERS- ACTFL Proficiency Guidelines

This paper discusses the importance of listening comprehension in the learning of English as a Second Language (ESL). It is argued that more emphasis needs to be given to the neglected skills of listening comprehension, since most training in oral communication at the secondary and college level focuses on effective speaking. The paper outlines the American Council on Teaching Foreign Languages' (ACTFL) guidelines for listening proficiency for second language acquisition, and reviews research on the relationship between listening comprehension and language learning, auditory identification and discrimination, listening materials, and the testing of listening skills. The importance of the language laboratory in developing listening skills is emphasized, and several teaching methods that can be used to emphasize listening skills are discussed. (Contains 24 references.) (MDM)

ED 374 667 FL 022 420

Faingold, Eduardo D.
A New Pedagogical Approach for Teaching Spanish.
PUB DATE- May 93
NOTE- 13p.; Paper presented at the Annual Conference on Romance Languages and Literatures (13th, Cincinnati, OH, May 13-15, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *After School Programs; Class Activities; Elementary Education; Grammar; Program Descriptions; Program Development; *Second Language Instruction; *Second Language Programs; *Spanish; *Teaching Methods; *Units of Study; Vocabulary Development

This paper describes the development and implementation of an after school program designed to introduce the Spanish language to children between the ages of 5 and 9. The program consists of 8 to 10 weekly units, each lasting 50 minutes, that provide students with basic vocabulary and grammar in an interesting and motivating format. Each unit consists of a list of vocabulary and grammatical structures, an introductory activity for the unit, procedures for teaching the vocabulary and structures, and procedures for motivating and integrating the vocabulary and structures into the children's experience. Unit vocabulary themes include the names of toys, animals, and colors. Suggestions for games, songs, and other activities that teachers can use to engage children in the vocabulary are provided. An appendix contains the first two units of the program. Contains seven references. (MDM)

ED 374 668 FL 022 421

Carrasquillo, Angela L.; Song, Feng
A Reflection on Reflective Practice in Teaching English to Speakers of Other Languages.
PUB DATE- 94
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Opinions/Personal Viewpoints/Position Papers/Essays (120)

Educational Resources; Educational Strategies; Financial Support; Information Dissemination; *Literacy Education; Partnerships in Education; Publicity; *State Action; *Statewide Planning
IDENTIFIERS- *Ohio

Four governor's regional literacy summits were held throughout Ohio in autumn 1992. At the summits, literacy and adult education program administrators and teachers, business representatives, government leaders, community agency workers, adult learners, and others expressed their opinions about Ohio's literacy needs and ways of meeting them. An action agenda of 23 recommendations regarding coordination and collaboration, public awareness, research, program resources and support, advocacy and funding, and accountability were developed on the basis of the opinions expressed at the summit. The following were among the actions recommended: establish a state-level task force on literacy and state-level literacy goals; promote/support networks of local providers, local coalitions, and other collaborative efforts; undertake campaigns to create public awareness of the scope/cost of illiteracy and recruit literacy volunteers; delineate areas needing research annually and disseminate research syntheses to providers; develop mechanisms to identify model literacy initiatives and disseminate information about them; increase the use of technology in delivering adult basic and literacy education; and adopt model indicators and program standards and provide technical assistance to help literacy programs comply with them. (Appended are a glossary of agencies/organizations and the membership list of the governor's literacy summit state planning committee.) (MN)

ED 374 217 CE 067 101

Job Corps Centers. Comparison of Costs and Outcomes.
PUB DATE- 19 Feb 93
NOTE- 22p.; Update of ED 274 748.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Administrative Organization; Adult Basic Education; Comparative Analysis; Economically Disadvantaged; Education Work Relationship; *Federal Programs; Job Placement; *Job Training; *Outcomes of Education; Privatization; *Program Costs; Salary Wage Differentials; Vocational Education; Youth Programs
IDENTIFIERS- *Civilian Conservation Corps; *Job Corps

A study examined the costs, outcomes, and administrative structure of the Job Corps program. Information obtained from the Department of Labor's (DOL) Office of Job Corps and discussions with DOL officials was used to study the structure of the Job Corps program, cost differences between Job Corps centers run by contractors and Civilian Conservation Centers (CCCs), outcomes for students trained by national sole-source contractors, and sole-source contractors' hiring of students. The study established that the Job Corps' administrative structure has not changed substantially since 1986 and that 108 Job Corps centers in 43 states, the District of Columbia, and Puerto Rico are currently providing basic education, vocational training, and other services to economically disadvantaged youth in residential settings. In 1991, the cost per training slot at CCCs was higher than that at contractor-operated centers ($17,602 versus $15,835). Youths completing training at CCCs were slightly more likely to be placed in jobs than were youth receiving training at contract centers, and CCC students

Gabler, Carol; Goethel, Jan
The Path to Family Literacy. Building a Comprehensive Program,
  Step by Step.
PUB DATE- 94
NOTE- 164p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; English (Second Language); *Family Programs; Grantsmanship; *Literacy Education; Models; Preschool Education; *Program Development; Program Evaluation; *Program Implementation; Publicity; Student Recruitment
IDENTIFIERS- *Family Literacy

This manual was developed to help facilitators explain, implement, or expand a family literacy program. It is based on research and on the experience of developing and implementing the model program established by Literacy Volunteers of America-Chippewa Valley in Eau Claire, Wisconsin. The program encompassed the four basic components of family literacy: education for the adult, education for preschoolers, parent education, and parent and child interaction activities. The manual follows a question-and-answer format to take program directors sequentially through family literacy program development and implementation. The book covers the following topics: What is family literacy?; Why build a comprehensive program?; Who are the partners?; What about publicity?; Who can participate?; Who recruits the families?; Implementing the basic components; What are the obstacles to learning?; How is the game won?; Who makes the rules?; Who coordinates the components?; What about volunteers?; What about English as a Second Language?; Who pays for all this; and What about my own program? More than half the book is made up of appendixes that contain the following: (1) sample job descriptions; (2) tools (organizational, grant writing, publicity, recruitment, instructional, and program evaluation); (3) forms (intake, policy, attendance, permission, evaluation, interest surveys, and scheduling); (4) resource lists (organizations, program development, adult education, early childhood education, parent education, parent and child interaction, portfolio assessment, English as a Second Language, and funding sources); and (5) a bibliography listing 112 references. (KC)

ED 374 237 CE 067 137

Transitions: Building Partnerships between Literacy Volunteer and
  Adult Education Programs. Background Papers from the National
  Conference (Washington, D.C., May 15-17, 1994).
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- May 94
NOTE- 61p.; For a related document, see CE 067 445.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Collected Works - General (020)
DESCRIPTORS- *Adult Basic Education; Adult Reading Programs; *Articulation (Education); Case Studies; Community Cooperation; Computer Assisted Instruction; Educational Strategies; Educational Technology; *Literacy Education; Models; *Partnerships in Education; Portfolios (Background Materials);

This document contains vocational education program courses standards (curriculum frameworks and student performance standards) for business technology education programs in Florida. Each program courses standard is composed of two parts: a curriculum framework and student performance standards. The curriculum framework includes four major sections: major concepts/content, laboratory activities, special notes, and intended outcomes. Student performance standards are listed for each intended outcome. Other information provided is as follows: code number; secondary, college, and/or postsecondary adult vocational credits; applicable level(s); and certification coverage. The standards cover the following subjects: orientation to and exploration of business occupations; computer applications; practical computer and keyboarding skills; academy of desktop publishing; accounting and accounting applications, operations, records, and technology; business administration, management, and operations; business computer programming; business cooperative education, organization, and management; business data processing; business education directed study; business management; business software applications; computer applications, information systems analysis, programming, and programming applications; court reporting and technology; data entry; electronic/desktop publishing; financial records; general office clerk; information processing; international business management; legal secretarial and technology; medical secretarial and technology; office management technology, supervision, support services, support technology, systems specialist, and systems technology; postal service management; recordkeeping; records management and specialist; secretarial and secretarial services; small business management and operations; and word processing and technology. (YLB)

ED 374 256   CE 067 173

Health Occupations Education. Vocational Education Program Courses Standards.
PUB DATE- Jul 94
NOTE- 466p.; Supersedes ED 361 578.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Allied Health Occupations Education; Behavioral Objectives; Competence; *Competency Based Education; Course Content; *Health Occupations; Postsecondary Education; Secondary Education; State Curriculum Guides; *State Standards; Teaching Methods; Vocational Education
IDENTIFIERS- *Florida

This document contains vocational education program courses standards (curriculum frameworks and student performance standards) for exploratory courses, practical arts courses, and job preparatory programs in health occupations (HO) education offered at the secondary or postsecondary level as a part of Florida's comprehensive vocational education program. Each standard is composed of two parts: a curriculum framework and student performance standards. The curriculum framework includes four major sections: major concepts and content, laboratory activities, special notes, and intended outcomes. Student performance standards are listed for each intended outcome. Program and course standards are based upon competencies required for entry, advancement, and upgrading in health occupations. The program courses standards in this guide include the following subjects: orientation to health and literacy skills, which are usually acquired in school, do indeed affect the wealth of individuals and nations both directly and indirectly. The study also established that, although many workers receive some training from their employers, employers tend to invest most heavily in training their best educated/trained employees and concentrate training on craft, sales, managerial, and professional/technical skills. Employer-sponsored training has been found to complement rather than substitute for good foundation skills and to increase employees' productivity and earnings more than training in postsecondary institutions does. Employer-sponsored training also reduces job turnover, layoffs, and duration of periods of unemployment. Determining whether employers or economic sectors in a nation underinvest or overinvest in training depends on estimates of the rates of return to training; however, in the United States measurement of training costs is too poor to yield estimates of returns sufficiently narrow to serve as a basis for policy decisions. (Contains 33 references.) (MN)

ED 374 274 CE 067 205

Scott, Elaine
You Might as Well Use a Bin Liner!
PUB DATE- 94
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Adult Basic Education; *Basic Skills; Foreign Countries; Guidelines; Information Utilization; *Portfolios (Background Materials); *Recordkeeping; Self Esteem; Student Certification; Student Educational Objectives; *Student Records; Student Role; Teacher Role
IDENTIFIERS- *United Kingdom

This insert, which is written for adult basic education (ABE) teachers, presents practical advice on storing the written work generated by students and teachers in ABE programs. Discussed first is the value of ABE students' completed work as the following: a record of achievement that can document students' progress and motivate them to continue their programs; reference material to which students can refer when they need repetition, reminders, and reinforcement; a planning tool that can be used to appraise students' work more and thereby result in better learning plans; material for inclusion in accreditation portfolios; and a vehicle for helping students develop pride in their work and improve their self-esteem. Teacher and student roles in saving/storing work are outlined, and considerations in deciding who should assume responsibility for storing students' files are discussed. Examined in a section on file organization are the questions of how to classify students' written work and what to include in accreditation portfolios and student files. A sample student record consisting of background information about the student and a coursework file is included along with a sample numeracy skills assessment instrument. (MN)

ED 374 275 CE 067 210

Fish, Susan; Sampson, Lynne
ReDirection: Options for Policy and Practice in Adult Literacy in Washington State. Background to the Issues. A Series of Discussion of Papers for the Adult Education Advisory Council.
PUB DATE- 94

individuals employed in electrical and instrumentation occupations. (MN)

ED 374 294 CE 067 232

Atkinson, Rhonda; And Others
Building Workplace Vocabulary for E & I: Compound Words.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 31 Dec 93
NOTE- 34p.; For documents related to this project, see CE 067 219-251.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; Behavioral Objectives; *Electrical Occupations; Instrumentation Technicians; Learning Activities; Learning Modules; *Literacy Education; Trade and Industrial Education; *Vocabulary Development
IDENTIFIERS- *ABCs of Construction Project; *Compound Words; Workplace Literacy

Developed as part of the ABCs of Construction National Workplace Literacy Project, this instructional module is designed to help persons in electrical and instrumentation occupations develop strategies for finding the meanings of compound words used in technical writing and the workplace. Presented in the first section is a method for deducing the meaning of compound words by performing the following steps: reading the compound word and finding the two smaller words within it, finding the meaning of the first word, finding the meaning of the second word, and putting the two meanings together. The remainder of the module consists of six exercises in which students are asked to use the four-step procedure to determine the meaning of a total of nine words encountered in the workplace. Each of the nine words is introduced in a brief paragraph on a topic related to some electrical and instrumentation occupation. Each paragraph is followed by a series of questions that guide students through the four-step procedure. (MN)

ED 374 295 CE 067 233

Meaning from Context. Millwright.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 92
NOTE- 27p.; For documents related to this project, see CE 067 219-251.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Basic Skills; Behavioral Objectives; Competency Based Education; Content Area Reading; *Context Clues; Individualized Instruction; Learning Activities; Lesson Plans; *Literacy Education; *Machine Tool Operators; Machine Tools; Reading Comprehension; Reading Skills; Technical Education; Vocabulary Development; *Vocabulary Skills
IDENTIFIERS- *ABCs of Construction Project; *Millwrights; Workplace Literacy

Developed by the ABCs of Construction National Workplace Literacy days' notice. Of those employers who did give advance notification of closures/layoffs, about 47% believed that advance notice helped their workers find new jobs sooner, 61% reported that advance notification cost less than $500, and 29% reported productivity declines after issuing advance notification. Lawsuits are the only enforcement tool presently available to workers/local communities under WARN, and few have been filed. It was therefore recommended that Congress consider granting the Department of Labor responsibility and authority to enforce WARN. (A WARN decision matrix is appended.) (MN)

ED 374 318 CE 067 261

Dempsey, Richard E.
Employment Opportunities in Agribusiness. A Report.
SPONS. AGENCY- National Occupational Information Coordinating Committee (DOL/ETA), Washington, DC.
PUB DATE- 94
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agribusiness; *Agricultural Education; *Agricultural Occupations; *Agricultural Skills; Annotated Bibliographies; Career Education; Competence; Demand Occupations; *Education Work Relationship; *Employment Opportunities; Employment Statistics; Guidelines; Information Sources; National Surveys; Occupational Surveys; Public Agencies; Research Methodology; Resource Materials

This report, which was written during a project to develop a better understanding of which occupations may relate to agribusiness and to identify employment opportunities in agribusiness, is designed to assist state occupational information coordinating committees and state employment security agencies in developing special reports/lists of agribusiness occupations for use by agricultural education programs. Section 1 is an introduction that provides a brief historical overview of efforts to develop agribusiness-related employment estimates. It includes a review of selected government efforts related to identifying agribusiness-related employment opportunities. Included in the profile of each of the nine agencies reviewed are some or all of the following: description of the agency's activities, its current status, its relationship to agribusiness, and its pertinent publications. Section 2 presents two lists of occupations related to agribusiness competencies and a description of the procedure used to develop them. Included in section 3 are the following support and background materials: list of agribusiness occupational workshop participants, 13-item resource materials list, decision process matrix, summary reports of 12-state agribusiness occupational review and state review meetings, list of meeting participants, and comments/recommendations from the state review meetings. (MN)

ED 374 319 CE 067 262

Military Installation Voluntary Education Review (MIVER). Final Report. Fiscal Years 1991-1993.
PUB DATE- 94
NOTE- 39p.; For related documents, see CE 067 263-264.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

project-related correspondence and forms. Also included is the external formative evaluation that found the project to be a model worker education program that addresses the educational needs of MHTAs both as a homogeneous student population having common characteristics and needs and as a student population characterized by diversity of educational and cultural backgrounds and learning styles and goals. (MN)

ED 374 335 CE 067 314

Kennedy, Kerry J.; And Others
Vocational Education in Secondary Schools. A Review of the Literature.
SPONS. AGENCY- Curriculum Corp., Carlton (Australia).
PUB DATE- Dec 93
NOTE- 43p.; A report prepared for the Curriculum Corporation.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Annotated Bibliographies; Educational Needs; *Educational Policy; *Educational Practices; Educational Research; *Educational Trends; Equal Education; Foreign Countries; High Schools; Literature Reviews; *Models; *Vocational Education
IDENTIFIERS- *Australia

The literature on vocational education (VE) in secondary schools was reviewed. The main conclusion of the review of international and Australian policy trends and directions in VE was that, to date, Australian attempts to create a more vocationally relevant curriculum have resulted in a system in which the academic curriculum has remained central and vocational options are offered in only a piecemeal manner. It was therefore recommended that policymakers decide whether to pursue VE as a new and inclusive component of the secondary school curriculum or to retain vocational options for less able students. It was further recommended that policymakers consider the following issues when deciding secondary VE's future: equity, certification, supply side economics, the relationship between general education and VE, school-workplace links, the value of part-time work experience to secondary school students, and differentiation of the levels of VE. A model for VE in Australian schools was proposed that outlined the goals, features, benefits, and limitations of VE for students during childhood, adolescence, young adulthood, and adulthood. Implications of the literature review for the following areas of school-level practice were identified: coordination, curriculum, assessment, professional development, students, resources, and evaluation. (A 120-item annotated bibliography is included.) (MN)

ED 374 336 CE 067 316

Bragg, Debra D.; And Others
Tech Prep Implementation in the United States: Promising Trends and Lingering Challenges.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Sep 94
NOTE- 133p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Education; Administrator Attitudes; *Articulation (Education); Consortia; Coordinators; Educational

Arizona: Does Public Policy Ignore Social Equality?
PUB DATE- 4 Apr 94
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cooperative Education; Economically Disadvantaged; Economic Development; Educational Change; Educational Policy; *Education Work Relationship; Employment Opportunities; Labor Force Development; *Public Policy; Rural Areas; *Rural Education; *Rural Urban Differences; School Business Relationship; *Social Differences; State Legislation; State Programs; *Statewide Planning; Vocational Education
IDENTIFIERS- *Arizona

Resources available to Arizona through the School-to-Work Opportunities Act will not be concentrated in rural communities, although their educational and economic development needs are proportionately greater. Absent from education reform bills pending in the Arizona House and Senate is any reference to school-to-work transition or any explicit recognition of the need to prepare Arizona's work force. Arizona has established a long-range plan for economic growth and development--the Arizona Strategic Plan for Economic development (ASPED). Although educational reform policy neglects school-to-work issues, economic development policy represented by ASPED does refer to improving school-to-work transitions through expanded cooperative education and/or linkages. In terms of school reform, for a majority of rural Arizonans, there is no choice of school, and open enrollment and vouchers are virtually meaningless. Little more than lip service is paid to rural economic development issues. A fundamental dilemma for school-to-work transition efforts in rural areas is the lack of job opportunities for a work-based component. What is fundamentally disturbing about the omission of rural concerns in state policymaking is that Arizona's public policy fails to promote social equality and thereby contributes to the perpetuation of a rural underclass. State policymakers should develop a coherent strategy to address rural issues and the rural-urban dichotomy. (Contains 25 references.) (YLB)

ED 374 355 CE 067 361

Literacy across the Curriculum: Connecting Literacy in the Schools, Community and Workplace. Volume 8.
PUB DATE- 92
NOTE- 98p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Dropout Prevention; Dropouts; Foreign Countries; *High Risk Students; *Literacy Education; Mass Media Use; School Business Relationship; Secondary Education; Television Viewing; Womens Education
IDENTIFIERS- Canada; *Workplace Literacy

The first of four issues in this volume consists of these articles: "The Fourth 'R'--Relating"; "On Baseball Cards and Literacy"; "On Literacy and Success"; "National Assessments: What They Can and Cannot Do"; and "In the Classroom: The Integrated Journal." It also contains two book reviews and a episode. Although the findings regarding sober-state mental deficits in social drinkers are inconclusive, the possibility that acute intoxication effects may persist into the sober state is important, especially for young drinkers who are developing cognitively. Probably no single, straightforward relationship between high-quantity consumption (more than five drinks per occasion) and decreased mental efficacy exists; rather, the relationship is complex. Other factors requiring further study include the individual's psychological distress level and concurrent use of other psychoactive drugs. Additionally, tests used in past research may not have been sensitive enough to detect subtle mental deficits. Longitudinal studies are needed to detect subtle decreases from previously higher levels of functioning within individuals. Specific knowledge about cognitive effects of certain drinking patterns may enhance prevention efforts, presenting messages that are consistent with users' experience and more valid than current, simplistic analogies comparing the user's brain to a fried egg, for example. (MSF)

ED 374 374 CG 025 651

Pohl, Melvin I.
AIDS and Chemical Dependency.
PUB DATE- 92
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Alcohol Abuse; Alcohol Education; Alcoholism; Crack; Diseases; *Drug Abuse; Drug Addiction; Drug Education; Drug Use; Health Education; Marijuana; Patient Education

After defining HIV and the AIDS disease and outlining symptoms and means of infection, this fact sheet lists the ways alcohol and drugs are involved with the AIDS epidemic, noting that needle-sharing transmits the virus; that alcohol or mood-altering drugs like crack cocaine cause disinhibition, increase sex drive, encourage sex for drugs, and affect judgment; that drugs and alcohol may be biological co-factors causing HIV to progress to AIDS; that many people with HIV infection are diagnosed when seeking treatment for chemical dependence and may have symptoms related to HIV infection, such as pain, anxiety, nausea, and fever; and that HIV is sometimes associated with relapse into alcohol or other substance abuse in people who have had a period of sobriety. The sheet concludes by outlining commonly-used and new blood tests for diagnosing HIV, and by discussing medical, psychological, nutritional, and lifestyle means of managing AIDS infection. Chemical dependency professionals have the expertise necessary to provide supportive, nurturing, and successful healthcare for those with HIV infections and AIDS. (MSF)

ED 374 375 CG 025 652

Battle, Judy Shepps
Facts on Adolescent Substance Abuse.
PUB DATE- 94
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Adolescents; *Alcohol Abuse; Alcohol Education; Drinking; Drug Education; Drug Use; Elementary Secondary

LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adolescent Literature; Annotated Bibliographies; *Childrens Literature; Elementary Secondary Education; Multicultural Education; Parent Participation; *Professional Development; *Reading Material Selection; Resource Units; Teaching Methods; Units of Study; *Whole Language Approach
IDENTIFIERS- Authentic Assessment; Ethnic Literature; Multicultural Materials

Organized with integrated teaching in mind, this book offers separate, annotated listings of resources for teachers, recommended literature by grade level and topic, multicultural book lists, and practical material for classroom use. The book represents an updated, expanded and revised section of a 1991 book, "Invitations: Changing as Teachers and Learners K-12," which shared educators' experiences in moving toward whole language and more authentic teaching, learning, and evaluating. The first section of the "Blue Pages" presents annotations of over 500 professional books (almost all published after 1991), journal articles, themed journals, journals, newsletters, and literacy extension resources (organized by subject area) that can support teachers in continued professional growth in teaching and learning. The second section presents annotated lists of recommended literature arranged by grade level (K-12) and supplemental lists (on topics such as wordless books, life stories, and bilingual Spanish books). The last section of the book presents lists of African American/Black Culture, Asian American/Asian Culture, Latino, and Native American books. Numerous appendixes present teacher's guides, units of study, advice for communicating with parents, teacher self-evaluation, self-evaluation forms, approaches to teaching reading, reading strategies for unknown words, and examples of authentic assessment. (RS)

ED 374 395 CS 011 824

Maiorana, Victor P.
The Analytical Student: A Whole Learning Study Guide for High School and College Students.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 259p.; Published with EDINFO Press.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Career Guidance; Career Planning; *Class Activities; College Students; *Critical Thinking; Higher Education; High Schools; High School Students; *Learning Strategies; Student Needs; *Study Skills; *Thinking Skills
IDENTIFIERS- *Learning across the Curriculum

Designed to provide students with an applied, portable, and transferable framework for integrating academic and career/occupational studies, this books uses a "whole learning" perspective to teach students to think, read, write, listen, speak, and problem-solve within the context of their academic and career subject matter. The book helps students make lasting connections among the worlds of knowledge, working, living, and

NOTE- 428p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Books (010)
DESCRIPTORS- Childrens Literature; Classroom Techniques; Definitions; Elementary Education; Multicultural Education; Parent Participation; *Parent Teacher Cooperation; Phonics; *Reading Instruction; *Reading Research; *Reading Writing Relationship; Research Utilization; *Student Evaluation; *Whole Language Approach

Written to focus attention on the emerging philosophy and practice of whole language, this book serves as a "portfolio" for the graduate or undergraduate student who is interested in pursuing ideas, considering issues, and thinking about problems related to whole language. The 48 selected articles from 24 major education journals presented in the book provide a broad view of what professionals are thinking and experiencing with whole language. Each chapter includes background information to help focus on pertinent ideas, and key questions, discussions, and activities end each chapter. Chapter 1 (Understanding Whole Language) presents articles by authors such as Dorothy J. Watson, D. Ray Reutzel, and Judith M. Newman. Chapter 2 (Whole Language versus Traditional Reading Instruction) includes articles by Gayle Glidden Flickinger, Maureen Siera, and Jeannette Veatch. Chapter 3 (Instructional Considerations) presents articles by James F. Baumann, Steven A. Stahl, and Gerard G. Duffy. Chapter 4 includes articles on using literature with whole language by Bernice E. Cullinan, Maribeth Henney, and Nancy Larrick. Chapter 5 includes articles on the "writing connection" by Martha Grindler, Julia Shinneman Fulps, and Linda DeGroff. Chapter 6 presents articles on whole language in the multicultural classroom by authors such as Hwa-Ja Lee Lim, Beth M. Arthur, Pamela J. Farris, and Selina J. Ganople. Chapter 7 includes articles on content areas and whole language by Dixie Lee Spiegel and Elfrieda H. Hiebert. Chapter 8 includes articles on assessment by Sheila Valencia, Jane Hansen, and Wayne M. Linek. Chapter 9 offers articles on teachers and parents with whole language by Sean A. Walmsley, Jill Burk, and Philip Vassallo, among others. Chapter 10 includes articles on "research signposts" by Kenneth S. Goodman, Pamela J. Farris, and Vincent E. Hamman. (RS)

ED 374 416   CS 011 846

Gipe, Joan P.
Corrective Reading Techniques for Classroom Teachers. Third Edition.
PUB DATE- 95
NOTE- 455p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- *Classroom Techniques; Elementary Secondary Education; Evaluation Methods; Higher Education; Readability; *Reading Achievement; *Reading Comprehension; *Reading Difficulties; *Reading Writing Relationship; Spelling; *Student Evaluation; Study Skills; Writing Evaluation
IDENTIFIERS- Strategic Reading

Intended for classroom teachers at all levels and for undergraduate students in teacher education programs that included a practicum or field experience, this book provides both a guide and a resource for meeting the needs of readers experiencing difficulty. This third edition continues to

PUB DATE- Aug 94
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; Higher Education; Parent School Relationship; *Portfolios (Background Materials); *Student Evaluation; *Writing Achievement; *Writing Evaluation
IDENTIFIERS- *Alternative Assessment; Authentic Assessment

In the mid-1980s, partly through new developments in curriculum and instruction, a new assessment option has arisen under the banner of alternative assessment. The basic idea appears in several guises: "authentic assessment" (implying that standardized tests are not authentic), "performance tests," and "portfolios." The goal of writing portfolios is to provide an opportunity for a richer, more authentic assessment of their achievements, to show their potential given adequate time and resources. A survey of a broad array of portfolio practices around the country finds that: (1) the portfolio approach is energizing the professional standing of classroom teachers; (2) respondents showed a distaste for evaluation; and (3) teachers had little concern about technical matters like validity and reliability. Individual teachers interpret the portfolio concept quite differently in different settings. If portfolios are taken seriously, most students react seriously. One way to connect parents and schools is to place the students in a central role through the portfolio. Barriers to alternative assessments are substantial: time, money, motivation, and institutional support. The greatest hope for realizing the promise of portfolios may spring from the local school and the classroom teacher. Two caveats need to be observed: assessment practice and policies should be consistent for all teachers in a given school; and the audience and purpose for the assessment need to be established. Educators have made great strides during the past 50 years--the portfolio concept is but one example. (RS)

ED 374 434 CS 214 507

Turner, Sally
School Order Wins over First Amendment in Hazelwood.
PUB DATE- Aug 94
NOTE- 31p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (77th, Atlanta, GA, August 10-13, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Censorship; *Court Litigation; *Freedom of Speech; High Schools; High School Students; Journalism Education; Literature Reviews; Public Schools; *Student Rights
IDENTIFIERS- Educational Issues; *First Amendment; *Hazelwood School District v Kuhlmeier; Supreme Court

The Supreme Court has consistently defended the power of secondary school officials in their role as enforcer, even in cases of expression. In spite of the trends of the late 1960s and early 1970s and the movement in the schools toward more freedoms for students and a more contemporary curriculum--including journalism as a legitimate high school course--the Court has continued its insistence that the wisdom of professional educators was better than the Court's wisdom. Many

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 94
NOTE- 31p.; For Study 2, see CS 214 526.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Communication Research; *Conflict; Conflict Resolution; *Cooperation; Discourse Analysis; Higher Education; *Interpersonal Communication; Landlords; Persuasive Discourse; Writing Research
IDENTIFIERS- Carnegie Mellon University PA; *Communication Context; *Community Literacy; Literacy as a Social Process; Rhetorical Strategies; Tenants

Part of an account of a community experiment in Pittsburgh trying to address the contested issue of landlords and tenants through explicitly rhetorical strategies for planning and deliberation, a study focused on conflict and how community collaboration handled difference. Four subjects, landlords and/or tenants who represented a range of socioeconomic and educational backgrounds, met for four sessions to explore the causes of landlord/tenant conflicts while representing either a landlord or tenant perspective (as opposed to articulating only their personal beliefs). Subjects were asked to use their analyses and discussions to write a "memorandum of understanding" that could be used as a tool for action. Each session was recorded on audiotape and videotape, and subjects recorded "self-interviews" and participate in a final interview. Results indicated that, knowingly or unknowingly, members of the group used a variety of strategies to transform how their ideas were received by other members of the group. These rhetorical strategies were successful in ensuring that voices were heard. For this group, reaching consensus meant reaching a point where conflicts are hidden to create a solid foundation for moving to action. Findings suggest that the process observed was not a consensus building process, but a constructive one which gave rise to active strategies for negotiating the conflicts the process raised. (Contains 13 references, 7 notes, and one figure of data.) (RS)

ED 374 452 CS 214 528

Schecter, Sandra R.; Parkhurst, Shawn
Ideological Divergences in a Teacher Research Group. Revised.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 94
NOTE- 36p.; For earlier edition, see ED 354 524.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Educational Research; Educational Trends; Elementary Secondary Education; English Instruction; Higher Education; *Ideology; Professional Development; *Teacher Attitudes; *Teacher Role
IDENTIFIERS- *Teacher Researchers

Examining the role played by ideology in a teacher research group, a study focused on the differing ideologies on research, teaching/learning, and writing held and developed by the members of the group. Treatments of teacher research remain directed mainly at clarifying the content, the status, and the boundaries of the research practice engaged in by teachers and describing how teacher research contrasts with "university research" with regard to these elements. The well-supported,

on Rhetoric and Composition (13th, University Park, PA, July 13-16, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Higher Education; Instructional Effectiveness; Rhetorical Theory; Student Needs; *Writing Instruction; Writing Processes
IDENTIFIERS- *Academic Discourse; Composition Theory

There is something unfortunate occurring in the discourse of writing instruction--something that requires scholars to present themselves as teachers who have found the answer and have students to prove it. Typically, the paper written by the composition scholar stakes a claim about the teaching of writing; compares that claim with others of related concern; and then substantiates the claim with examples of student work. The problem is that "student work" refers to a few examples from the best students in the class; the significant minority for whom the promoted method did not work are ignored. A more productive approach might use examples from student writing to interrogate the scholar's claims rather than to shore them up defensively. Instead of congratulating themselves by appropriating the prose of their best students, scholars need to look much more carefully at the work of those students their methods have failed--or, at the very least, those whose success is less certain. Take one example: out of 22 students taking a course in basic writing, about half earned a B- or better; about 27% of the class, however, seemed to pass through the semester in limbo. Though they seemed to have positive attitudes, they never illustrated anything resembling discernible improvement. The approach to writing instruction employed in this class--one that acclimates students to academic expectations by requiring them to write a range of discourses--did little to help this group of students. (TB)

ED 374 470 CS 214 555

Kashey, Melissa J.
Occupation and Activity Gender Trends in the Berenstain Bear Series.
PUB DATE- 93
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Childhood Attitudes; *Childrens Literature; Females; *Illustrations; Males; Occupations; *Picture Books; *Sex Bias; *Sex Role; Sex Stereotypes; Student Surveys; Undergraduate Students
IDENTIFIERS- *Berenstain Bear Books; Bethany College WV

A study of 74 volumes of the Berenstain Bear Series rated illustrations according to the gender orientation of the activity or occupation the pictured bear is engaged in. Each occupation was assigned a number on the continuum by 32 psychology undergraduates at Bethany College who were given a written survey in a classroom together. Results showed that: (1) male family members were pictured significantly more often than female family members in the book; (2) male nonfamily members were pictured significantly more than female nonfamily members; (3) as the years progress through the 1960s to the 1990s, there is a trend toward a less biased representation of the motives of the public relations person responsible for the story to yield 16 different versions of questionnaires which were randomly distributed to subjects as they presented themselves to participate. Results indicated that (1) perceived motives to impression manage had a strong effect, with prosocial motives seen as a "hustle"; (2) mixed support was found for licensing as a means of enhancing reputation; and (3) communication style had no effect. Findings suggest that the time has come for public relations theorists, educators, and practitioners to shift their focus away from apologizing for the advocacy dimension inherent in public relations toward a renewed emphasis on ways that advocacy can become more effective and reputable. (Contains 137 references, nine tables of data, and 27 notes. Appendixes present the four stories, the four background information sheets, and a debriefing sheet. (RS)

ED 374 489 CS 508 700

Johnson, Edward A.
Schema Wars: Conflicts between Heavy TV Viewers and Heavy Church Attendees as to "The Most Important Problem Facing America Today."
PUB DATE- 20 Nov 94
NOTE- 19p.; Paper presented at the Annual Meeting of the Speech Communication Association (80th, New Orleans, LA, November 19-22, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Attendance Patterns; Attitude Measures; Audience Analysis; Audience Response; Churches; Comparative Analysis; Higher Education; *Mass Media Effects; *Mass Media Role; National Surveys; Television Research; *Television Viewing

Noting that several current communication theories suggest that the media have a "persuasive" effect on American society, a study compared the effects of two media (the electronic medium of television and the spoken medium of the homily) and whether these media have different effects on their audience's perceptions of reality. A national phone survey of 552 random residences was conducted. The amount of time each respondent spent per day watching television and the number of times per month each attended church or worship service were found. Respondents were then categorized as to whether they viewed television and attended church more or less than the median. Respondents were also asked what they felt was the most important problem facing America today. The frequency of these responses were compared for heavy and light TV viewers and church attendees. Results indicated that these media were not significant factors in respondents' view of the most important problems facing America today. In fact, results support the value of scholarly consideration of the objective impact of real-world indicators along with the effects of the media. (Contains 20 references and 3 tables of data.) (RS)

ED 374 490 CS 508 701

Owen, Anne; Karrh, James A.
Do They Believe It When They See It?: Video News Release Effects on Viewer Recall and Attitudes.
PUB DATE- Aug 94
NOTE- 19p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (77th, Atlanta, GA, August 10-13, 1994).

Instructional Supervision. The six dimensions of the Organizational Supervisory Climate Inventory (OSCI)--organizational structure, professional autonomy, collaborative sharing, district supervisory climate, reflection, and centralization--served as independent variables. The dependent variables were three recognized indices of effectiveness--school effectiveness, organizational effectiveness, and school holding power. Methodology involved a survey of 7,358 professional staff (primarily teachers) and 452 administrators in 1 state and interviews with 2 randomly selected teachers and the principal in 20 of the schools that participated in the survey. Findings indicate that the OSCI instrument is a highly reliable and stable measure of the organizational/supervisory climate, which indicates that the relationship between school effectiveness and school climate can be conceptualized and measured multidimensionally. The O/S model shows the usefulness of subscribing to a richer view of school instructional supervision as a fundamentally organizational phenomenon. Appendices include information on the research-design process, the O/S Model of Instructional Supervision, and statistical data. Contains 29 references. (LMI)

ED 374 509 EA 026 080

Padak, Nancy; And Others
A Three-Year Examination of Participants' Perspectives of Educational Partnerships.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 94
NOTE- 40p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Advisory Committees; *Educational Cooperation; Elementary Secondary Education; Interprofessional Relationship; *Organizational Change; *Organizational Communication; *Partnerships in Education; Program Evaluation

The Cooperative Alliance, funded by the U.S. Department of Education in 1990, is a partnership among three agencies--Kent State University (KSU), Cleveland Public Schools' (CPS) Center for School Improvement, and International Business Machines (IBM) EdQuest Corporation--to enhance educational planning for minority and/or educationally disadvantaged students in both regular and gifted K-12 education. This paper presents findings of a 3-year study that examined participants' perspectives about the development of the educational partnership. In the third year of the study, interviews were conducted with all 16 members of the partnership's advisory body, the Joint Partnership Advisory Council (JPAC). Conclusions are that, first, an educational partnership must focus on helping partners to understand the project and to learn from each other. Second, the following key issues remained constant--careful communication, strong leadership, diversity, and focus on project goals. Third, partnerships must learn to accommodate change. Fourth, participants' concerns were related to their partnership roles. Finally, assessments of the partnership process should be built on the assumption that meaning is socially constructed and context dependent. Partnership designs should acknowledge that participants' perceptions will change as the partnership matures. One figure and two tables are

Fitz, John; And Others
Grant-Maintained Status: School Autonomy or State Control.
PUB DATE- Apr 94
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Decentralization; Elementary Secondary Education; Foreign Countries; *Government School Relationship; *Institutional Autonomy; *School Based Management; School Restructuring; State School District Relationship
IDENTIFIERS- *United Kingdom

Since 1988, the governance and organization of education in England and Wales have moved decisively in the direction of decentralization and site-based management. Under the Education Reform Act of 1988 and the Education Act of 1993, local education agencies (LEAs) have acquired new responsibilities via local management of schools (LMS) and grant-maintained (GM) or "opted out" status. In addition, the moves toward school autonomy must be placed in a framework that requires schools to compete for pupils within local educational markets. However, in England and Wales, there is a tension between managerial decentralization and educational centralization. This paper describes how this tension arose and its implications for the scope and direction of grant-maintained schools' policy. The first section discusses the five different principles of school autonomy--state control, community responsiveness, management, curriculum and pedagogy, and pupil identity. The second section describes the background of the GM schools' policy. Recent developments in the policy are highlighted in the third section. The concluding section reviews the extent to which GM schools are state or community regulated and responsive, and identifies trends for 1989-94 in the areas of the five principles of school autonomy. (LMI)

ED 374 529 EA 026 103

Stop the Violence!: I Want to Learn. Discussing Solutions.
PUB DATE- 15 Nov 93
NOTE- 107p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Crime; Early Intervention; Elementary Secondary Education; *Prevention; *School Safety; *School Security; State Action; *Violence
IDENTIFIERS- *California

This document contains the testimony and materials presented at the California State Senate Subcommittee on School Safety hearing held at California State University, Northridge, on November 15, 1993. The purpose of the hearing was to examine different school safety programs and hear witnesses' recommendations to stop violence in the schools. Testimony was given by participants from the following programs: the Commission on Teacher Credentialing; Peace Builders; Weapons Are Removed Now (WARN); Straight Talk About Risks (STAR); the California Wellness Foundation; the Community Board Program; and Project Yes! (LMI)

ED 374 530 EA 026 104

planning process. This document reports on the round of focus groups held in spring 1994 to determine the ways in which partnerships might further school restructuring efforts. Data were collected at six focus-group sessions, one held at each of the following locations: Baltimore, Maryland; Dover, Delaware; Lancaster, Pennsylvania; Philadelphia, Pennsylvania; Trenton, New Jersey; and Wilmington, Delaware. A total of 24 participants included representatives from state and local education and social-service agencies, institutions of higher education, professional associations, and businesses. Despite individual frustrations, participants were enthusiastic about the potential of partnerships to facilitate broad change. Factors that hindered effective partnerships included an institutional culture that encourages competition rather than cooperation and the categorical nature of state and federal funding. To ensure successful partnerships, participants recommended: (1) stay focused on clients; and (2) provide resources for staff development time, technology, equipment, and expertise. RBS was encouraged to continue to play the role of partnership advocate, sponsoring meetings and disseminating information. One table is included. (LMI)

ED 374 550 EA 026 128

Sidler, Jennifer L.
School Restructuring: Building Connections, Adjusting to New Roles and Spreading the Vision.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 22 Jan 93
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Change; Elementary Secondary Education; *Group Unity; Parent Attitudes; Resistance to Change; *School Restructuring; Student Attitudes; Teacher Attitudes; Teacher Role; Teacher Student Relationship

Focus groups are conducted each year to gather information to help Research for Better Schools (RBS) in its planning process. This document reports on the latest round of focus groups held in spring and fall 1992. Eight focus-group sessions composed of parents, teachers, and students were conducted at one elementary and one high school in Greensburg, Pennsylvania, in their second year of restructuring. The following themes were identified: the development of connections between students and the school, new collaborative roles for teachers, new active student roles, and the importance of communicating and sharing the vision. The following problems of implementing school restructuring were identified: (1) teachers need significant staff development and support; (2) students who are less entrenched in traditional learning environments present less resistance to restructuring; (3) students often rebel against the vehicle designed to link them to both school and learning; and (4) efforts should be made to inform and include all members of the school community. (LMI)

ED 374 551 EA 026 129

Corbett, H. Dickson; Wilson, Bruce L.
Statewide Testing and Local Improvement: An Oxymoron?
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 89

management; (5) parent and community involvement; (6) systemwide improvements; (7) the promotion of grassroots efforts; (8) dropout prevention strategies; (9) school-to-work programs; and (10) milestones and timelines. Suggestions are offered for developing partnerships with the state, procuring federal assistance, and sharing information. Appendices contain elements of the State Goals 2000 Action Plan, a list of voluntary model standards and standards projects, and the National Education Goals and Objectives. (LMI)

ED 374 569 EA 026 153

Dayton, John
Democratic Value Inculcation in Public Schools: The Role of the Constitution and the Courts.
PUB DATE- Apr 94
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Freedom; *Constitutional Law; Court Litigation; Democracy; *Democratic Values; Elementary Secondary Education; Equal Protection; Freedom of Speech; *Public Schools; *Role of Education; *Values

This paper argues that the fundamental purpose of public education is preparation for citizenship and democratic participation through the inculcation of American democratic values. These values are codified by the Constitution and are further illuminated by the nation's courts and other public institutions. The paper calls for a recommitment to the American common school and a return to its democratic foundations that hold the most potential for improving children's lives. Democratic values upheld by the Constitution and the courts include religious freedom, freedom of speech, and equal protection. What is needed is not a rejection of the concept of the common school, but a revitalization of American public education consistent with America's democratic heritage. American public schools must model and promote the highest ideals of the Constitution and inculcate these values of American democracy for the safe protection of succeeding generations. (Contains 96 references.) (LMI)

ED 374 570 EA 026 155

Moller, Jorunn
Reframing Educational Leadership in the Perspective of Dilemma.
PUB DATE- May 94
NOTE- 30p.; Paper presented at the International Intervisitation Programme in Educational Administration (Toronto, Ontario, Canada, and Buffalo, NY, May 15-27, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Action Research; *Administrator Attitudes; *Administrator Role; Decentralization; *Educational Administration; Elementary Secondary Education; Foreign Countries; Politics of Education; *Theory Practice Relationship; Work Environment
IDENTIFIERS- *Norway

in which the power of self-advocacy is important, describing the role of the State in relation to supporting families, and listing technological advances that aid individuals with disabilities in achieving greater independence. The module includes the primary and secondary objectives, a text and question format that allows participants to become actively involved in the learning process, information from transparencies used in training, and copies of handouts. (JDD)

ED 374 588 EC 303 308

Schrag, Judy
Evaluating the Impact and Effectiveness of Special Education Based on Program and Student Outcomes. Review of Selected Reports, Documents, and Articles. Project FORUM. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 17 Aug 94
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Compliance (Legal); *Disabilities; *Educational Objectives; *Educational Policy; Elementary Secondary Education; *Evaluation Methods; Federal Legislation; Policy Formation; Preschool Education; Program Effectiveness; *Program Evaluation; *Special Education; Student Educational Objectives

This paper was designed to provide background information for participants of the "Statewide Evaluation of Programs and Services with Students with Disabilities" Policy Forum scheduled for August 30 and 31, 1994. The paper provides information regarding program evaluation issues, to stimulate discussion and to give examples of resources available to assist State education agencies in planning and implementing program evaluation procedures as required annually by Federal law. Twenty-eight documents and reports are abstracted to provide specific perspectives and recommendations regarding the range of special education program evaluation issues and challenges. The reports include, among others, products of the National Center on Educational Outcomes, the National Center for Policy Options in Special Education, and Project FORUM of the National Association of State Directors of Special Education. (JDD)

ED 374 589 EC 303 309

Dodds, Patricia S.; And Others
Beyond the Rainbow: A Guide for Parents of Children with Dyslexia and Other Learning Disabilities. Second Edition.
PUB DATE- 93
NOTE- 135p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Auditory Perception; Case Studies; *Child Rearing; Classroom Techniques; Cognitive Processes; *Dyslexia; Elementary Secondary Education; *Intervention; Parent Participation; *Parent Student Relationship; Reading Difficulties; Self Concept; *Self Esteem; Skill Development; Student Development; *Symptoms (Individual Disorders); Teaching Methods; Visual Perception

an educative newsletter; pre-implementation and post-implementation surveys of all participants; a library of books and periodicals for participants; facilitation of a peer "buddy system"; and dissemination of information about medical, psychological, and social resources within the community. The practicum resulted in 15 extended family participants receiving information and support pertaining to issues surrounding the child's disability. The participants exhibited an improved attitude in coping with the disability, and 11 of them demonstrated an improvement in their emotional reactions to the disability. Appendices contain copies of various survey forms. (Contains 36 references.) (JDD)

ED 374 607 EC 303 329

Racino, Julie Ann
Community Integration and Deinstitutionalization: Characteristics, Practices, and Comparative Roles in the Change Process.
PUB DATE- 93
NOTE- 41p.; For related documents, see EC 303 330-332 and ED 355 735.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Advocacy; *Change; Community Programs; *Deinstitutionalization (of Disabled); *Delivery Systems; *Developmental Disabilities; Human Services; *Normalization (Disabilities); Qualitative Research; *Social Integration; State Programs; Systems Approach; Systems Development
IDENTIFIERS- *New Hampshire

This qualitative research study aimed to examine the nature of systems change and to identify practices and strategies that states, specifically New Hampshire, use to promote community integration and deinstitutionalization of people with developmental disabilities. The study describes the New Hampshire system, including state practices, characteristics, issues and problems, and historical and thematic areas. Thematic areas include the role of the courts, the role of state institutions, structural factors in community services development, family support, and self advocacy and guardianship. Community integration service practices have focused on family support, supported employment, community living and home ownership, self advocacy, case management, guardianship, and aging and developmental disabilities. The study highlights comparative roles of groups in the change process, including families, external advocates, state and community administrators, media, litigators, and legislators and policymakers. A framework for thinking about systems change is presented, which views community integration as a slowly evolving process with key "events" occurring along the way which significantly altered or shaped others that followed. Selected research areas and hypotheses are outlined. (Contains 95 references.) (JDD)

ED 374 608 EC 303 330

Racino, Julie Ann
Garrity V. Gallen: The Role of the Court in Institutional Closure.
PUB DATE- 93
NOTE- 45p.; For related documents, see EC 303 329-332 and ED 355 735.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

development. Recommendations are addressed to the New Zealand Foundation for Conductive Education, which is regarded as the appropriate organization to oversee the development of a national curriculum plan. The report provides an overview of conductive education, a research review, the status of conductive education in eight countries, descriptions of nine New Zealand conductive education programs, interview forms, the curriculum of the Andras Peto Institute for Conductive Education of the Motor Disabled in Hungary, and a conductive education graduate training curriculum from the University of Melbourne (Australia). (Contains approximately 100 references.) (JDD)

ED 374 627 EC 303 352

Smith, Barbara J.; Rose, Deborah F.
Preschool Integration: Recommendations for School Administrators. Policy and Practice in Early Childhood Special Education Series.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Aug 94
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Accessibility (for Disabled); *Administrator Role; Attitude Change; *Disabilities; Educational Change; *Educational Policy; *Educational Practices; Educational Quality; *Mainstreaming; Models; Policy Formation; *Preschool Education; Social Integration
IDENTIFIERS- *Inclusive Schools

This paper offers recommendations for establishing meaningful integration opportunities for preschool children with disabilities, derived from the work of the Research Institute on Preschool Mainstreaming, a 5-year federally funded project of St. Peter's Child Development Centers, Inc., in Pittsburgh, Pennsylvania. The knowledge base on preschool integration is summarized, indicating that segregated environments have not been found to be superior for developmental outcomes, that frequent interaction among children with and without disabilities is needed for positive social outcomes to occur, and that parents want their children to have typically developing or neighborhood friends. Eight markers for quality practices are listed, emphasizing that children need to be educationally integrated and socially integrated with their peers to achieve integration's positive impact. Policy issues that prevent administrators from providing integrated preschool services are categorized, as are attitudinal barriers. Strategies for changing policy and attitude barriers are listed. The critical role of the school administrator in developing integrated preschool services is cited. A model of systems change for preschool inclusion is presented. An appendix lists seven resources for information on early childhood policies and programs. (JDD)

ED 374 628 EC [illegible]3 353

Blunden, Connie; And Others
District 75/Citywide Technology Solutions Program, 1992-1993. OER Report.
PUB DATE- 13 Sep 93
NOTE- 30p.; Prepared by the Student Progress Evaluation Unit.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)

Attitudes; *Languages for Special Purposes; Models; Program Descriptions; Program Development; Psycholinguistics; Secondary Education; *Second Language Instruction; Second Language Learning; *Second Language Programs
IDENTIFIERS- *Language Across the Curriculum; *State University of New York Binghamton; University of Minnesota

The papers in this special issue provide both a general overview and detailed discussion of specific examples of the languages across the curriculum (LAC) movement that is currently gaining momentum in colleges and universities in the United States. Papers include: (1) "International Students as Resource Specialists: Binghamton's Languages Across the Curriculum (LxC) Program" (H. Stephen Straight, Marilyn Gaddis Rose, Ellen H. Badger); (2) "Some Psycholinguistic Arguments in Favor of the Binghamton LxC Model for Languages Across the Curriculum" (H. Stephen Straight); (3) "Languages Across the Curriculum: More than a Good Idea" (Frank L. Ryan); (4) "Using Foreign Languages in Higher Education" (Richard D. Lambert); (5) "Some Thoughts Concerning Languages Across the Curriculum" (G. Richard Tucker); (6) "A Slightly Different Approach to Languages Across the Curriculum" (James K. Lyon); (7) "Languages Across the Curriculum: Connections with Secondary Language Education" (Deborah J. Short); (8) "Discipline-Based Language Study: Tailored Formats for Diverse Contexts" (Marjorie Bingham Wesche); (9) "Perspectives on Foreign Languages Across the Curriculum Based on the University of Minnesota Experience" (Carol A. Klee and Michael F. Metcalf); (10) "Languages Across the Curriculum: An Agenda" (Wendy W. Allen and Keith O. Anderson); and (11) "Languages Across the Curriculum Across the Country" (Richard Jurasek). (MDM)

ED 374 647 FL 022 124

Williams, Jessica
Discourse Analysis: Why Do We Need It?
PUB DATE- Mar 94
NOTE- 13p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (28th, Baltimore, MD, March 8-12, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Communication; *Communication Skills; *Discourse Analysis; *English (Second Language); Error Analysis (Language); *Foreign Students; Graduate Students; Higher Education; Instructional Effectiveness; Instructional Improvement; Intercultural Communication; Second Language Instruction; *Teaching Assistants

A discussion of discourse analysis focuses on its usefulness as a framework for analyzing and improving the communication skills of international teaching assistants (ITAs). The discussion is based on the transcript (appended) of a native Chinese-speaking ITA conducting an organic chemistry class in English. Using discourse analysis at one level, that of language beyond the sentence level, the errors in phonology (pronunciation), grammar, coherence, and cohesion can be perceived more clearly. A second level of discourse analysis can be used to examine utterances in terms of communication intention and appropriateness to the social content, i.e., to interpret them. It is concluded that in the context of the interactions of ITAs and students, discourse analysis can serve an important

DESCRIPTORS- Classroom Techniques; *English (Second Language); Language Teachers; *Limited English Speaking; *Reflective Teaching; Second Language Instruction; Student Needs; *Teacher Attitudes; Teacher Education; *Teacher Role; Teaching Methods; *Teaching Skills
IDENTIFIERS- Fordham University NY

A small-scale study of Fordham University (New York) English-as-a-Second-Language (ESL) teacher trainees (n=11) investigated the extent to which the teachers, in a practicum, reflected on issues that are the focus of the ESL teacher education program. Specifically, it asked: whether teachers have a thorough understanding of theory and research on second language learning and teaching; what philosophy is manifested in their teaching; how their teaching philosophy is reflected in practice; perceived teaching strengths and weaknesses; overall knowledge of limited English-proficient (LEP) students' language and cognitive development; and the strategies planned and implemented for students' English development and academic achievement. Results indicate that the teachers, while demonstrating varied and strong philosophy of learning and teaching, believed teaching consists mainly of management and social roles and were less geared to issues of language and cognitive development. Discrepancies were found in the teachers' stated philosophies, written reflections, and classroom practice. Better instruction concerning reflective teaching at all stages of preservice teacher education is recommended. (MSE)

ED 374 669 FL 022 424

Nkemnji, Michael
On Nweh Adjectives That Show Up as Nouns.
PUB DATE- 94
NOTE- 20p.; Paper presented at the Annual Conference on African Linguistics (25th, New Brunswick, NJ, March 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adjectives; *Bantu Languages; Form Classes (Languages); *Grammar; *Language Patterns; Language Research; Linguistic Theory; *Nouns; *Uncommonly Taught Languages
IDENTIFIERS- *Nwe

The discussion of Nweh, a Bantu language, focuses on a group of adjectives that can occur in positions where one would expect a noun, and which appear to enter noun classification. Specifically, the reasons that these adjectives have noun properties and that the pronominal class marker for the adjective is invariant are investigated. First, the adjective structure of the language is examined and three classes of adjectives (pure, intransitive, transitive) are distinguished. The first of these, pure adjectives, is the class in question. These differ from others in that they: cannot be modified by adverbs or take comparatives; have noun-like properties; can take number (singular/plural) morphology; can occur independently in nominal positions; take possessive pronouns; and when combined with any noun to form an attributive construction, take a possessive pronoun determined by the adjective rather than the noun. In explanation of these phenomena, it is proposed that these adjectives take these patterns because they have incorporated a null noun, and the agreement is determined by the same empty nominal. Contains 23 references. (MSE) received higher starting wages ($6.50/hour) than did other students ($5.45/hour). Few students were hired by center operators after completing training; however, union contractors helped place 16% of their students in apprenticeships. (MN)

ED 374 218 CE 067 103

Wichowski, Chester P.
Principles of Technology. Workshop Presenter's Handbook for Pennsylvania Educators.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg.
PUB DATE- 93
NOTE- 360p.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Classroom Techniques; High Schools; Industrial Arts Teachers; *Inservice Teacher Education; Laboratories; Mathematics Teachers; Science Teachers; *State Standards; Teaching Methods; *Technology Education; *Workshops
IDENTIFIERS- *Pennsylvania; *Principles of Technology

This workshop presenter's handbook was developed to provide assistance to those who will serve as Principles of Technology trainers of science, industrial arts/technology education, and mathematics teachers throughout Pennsylvania. The handbook provides trainers with presentation materials, transparency masters, suggested activities, and selected resources to promote structure as well as facilitate the delivery of inservice training to those interested in teaching Principles of Technology. The handbook is organized in three parts. Part 1 (introduction) has the following sections: an overview of the Principles of Technology, Pennsylvania's role in the development of the Principles of Technology curriculum, the potential of the Principles of Technology materials to improve student knowledge levels, and an overview of the instructional design and structure of the Principles of Technology materials. Part 2 (implementation) provides materials to promote the development of skill in the set-up and completion of Principles of Technology laboratory sessions as stand-alone and infused demonstration lessons. Sample student lessons are included. Part 3 (logistics) contains a laboratory equipment list, a vendor list, and information on the following: specification writing, laboratory design and facilities, equipment fabrication plans, guidelines for laboratory management and grading, a safety supplement, and Pennsylvania teacher certification requirements for Principles of Technology. A Principles of Technology miniguide includes materials for conducting a public relations and community awareness campaign. (KC)

ED 374 219 CE 067 107

"It's Never Too Late." A Learning Pack for Older People with Few or No Formal Qualifications.
PUB DATE- 93
NOTE- 160p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Basic Education; Aging (Individuals); *Basic

*Transitional Programs; *Volunteers

This document contains four papers that were written in preparation for a national conference on building partnerships to help adult learners make the transition from volunteer literacy to adult education programs. Discussed in "Technology as an Instruction Strategy for Program Transitions" (Eunice N. Askov, Barbara H. Van Horn) are the characteristics of effective literacy instruction and effective instructional technology, benefits of and barriers to technology as an instructional strategy, computer-assisted instruction, and considerations in using technology as a bridge between literacy and adult education programs. "Setting up Transitional Programs through Effective Collaboration: A Practitioner's Point of View" (Carol Clymer-Spradling) examines the primary transitional players, transitional models and strategies, and a framework for transition and presents a case study for developing a transitional process. Described in "Learner Portfolios to Support Transitions in Adult Education" (Jane Braunger, Sylvia Hart-Landsberg, and Stephen Reder) are the principles of learner-centered instruction and assessment and ways of using portfolios to support transitions in adult education. "Strategies for Building Collaborative Relationships and Articulated Programs" (Judith Alamprese) outlines the elements of effective transition programs, illustrative transition strategies, and state supports for transition programs. (MN)

ED 374 238 CE 067 138

Nontraditional Careers--Making Them a Tradition.
PUB DATE- 94
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Elementary Secondary Education; Females; Inservice Teacher Education; Males; *Nontraditional Occupations; *Occupational Information; *Sex Fairness; *Sex Stereotypes; *Student Recruitment; *Womens Education

Suggestions for making teachers aware of nontraditional jobs and imparting that knowledge to their students are the substance of this document. The following topics are addressed: awareness of nontraditional occupations and the men and women who are involved in them, encouraging students to consider a nontraditional occupations (beginning at an early age, providing on-the-job opportunities for secondary students); recruitment strategies (seek students of all ages, advantages of nontraditional careers for employers and employees, promoting nontraditional careers); and supporting nontraditional students (tutoring, networking, providing role models). Five resources are suggested. (KC)

ED 374 239 CE 067 141

Intergenerational Care Provider. Core Course and Certificate Program.
SPONS. AGENCY- California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- Jun 94
NOTE- 226p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

public service occupations; exploration of HO; medical skills and services; allied health medical science; basic X-ray machine operator; cardiovascular technology; central service technology; coder specialist; dental aide, assisting, hygiene, laboratory assisting, laboratory technology, and laboratory technology and management; diagnostic medical sonography specialist and technology; electrocardiograph aide and technology; emergency medical services and technician; first responder; funeral services; health care services; health information management; HO cooperative education; HO education directed study; health service occupations and management; health unit coordinator; histologic technology; home health aide; hospital housekeeping supervision; human services; massage; medical assisting, clinical dosimetry, clinical dosimetry measurement, laboratory assisting, laboratory technology (associate degree and certificate), and record transcribing; midwifery; nuclear medicine technology; nursing assistant and associate degree; occupational therapy assistant; ophthalmic dispensing and technician; optometric assistant; paramedic; patient care assistant; pharmacy technician; phlebotomy; physical therapist assistant; practical nursing; psychiatric technology; radiation protection technology, therapy specialist, and therapy technology; radiography; respiratory care and technician; surgical technology; unit treatment and rehabilitation; veterinary technology; and vision care assisting and technology/opticianry. (KC)

ED 374 257 CE 067 176

Marketing Education. Vocational Education Program Courses Standards.
PUB DATE- Jul 94
NOTE- 378p.; Supersedes ED 358 270.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Competence; *Competency Based Education; Course Content; Distributive Education; *Hospitality Occupations; *Marketing; Postsecondary Education; Secondary Education; Service Occupations; State Curriculum Guides; *State Standards; Teaching Methods
IDENTIFIERS- *Florida

This document contains vocational education program courses standards (curriculum frameworks and student performance standards) for exploratory courses, practical arts courses, and job preparatory programs in marketing offered at the secondary or postsecondary level as a part of Florida's comprehensive vocational education program. Each standard is composed of two parts: a curriculum framework and student performance standards. The curriculum framework includes four major sections: major concepts and content, laboratory activities, special notes, and intended outcomes. Student performance standards are listed for each intended outcome. Program and course standards are based upon competencies required for entry, advancement, and upgrading in marketing occupations. The program courses standards in this guide include the following subjects: orientation to and exploration of marketing occupations; practical entrepreneurship skills; academy of entrepreneurship; academy of finance; academy of travel and tourism; advertising services; business management and ownership; cashiering; customer service technology; fashion marketing and management; financial services marketing and supervision; financial services; floral design and marketing;

NOTE- 11p.; For other papers in this series, see CE 067 211-214.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Students; Basic Skills; *Definitions; *Educational Improvement; Educational Needs; *Educational Policy; *Literacy Education; Policy Formation; *State Programs; Student Characteristics; Student Motivation
IDENTIFIERS- *Washington

This discussion paper provides background material to four issues identified as important to study for the adult literacy effort in Washington State: goals and outcomes, priorities for service, effective practices, and roles of providers. The paper provides a starting point for decision making. First, it sets a backdrop for the attention focused on basic skills in the state. It shows that an examination of adult basic education in the state can be divided into three areas: (1) the importance of adult literacy to the global competitiveness of the state; (2) the demand for accountability, standards of program quality, and collaboration; and (3) recent findings about literacy needs, services, and student persistence. The discussion highlights four major assumptions underlying current policy and practice: definitions of literacy, the deficit model, learners' goals versus society's goals, and literacy as the sole determinant of self-sufficiency. The paper presents these conclusions: the skills of workers, particularly those who traditionally have the lowest literacy skills, are critical to the state's economy; accountability is necessary; new adult literacy standards are needed based on the Program Quality Indicators adopted in 1992; agency cooperation is improving; learners are not staying in programs long enough to make a difference; and resources are not adequate to meet the needs. It recommends considering new guiding principles, including the following: consciously chosen and shared definitions of literacy, an orientation toward adult learners founded on strengths rather than weaknesses, incorporation of learners' goals along with society's goals, and recognition that literacy is only one of many complex and interacting factors involved in individual and social change. (KC)

ED 374 276 CE 067 211

Fish, Susan; Sampson, Lynne
ReDirection: Options for Policy and Practice in Adult Literacy in Washington State. Goals and Outcomes. A Series of Discussion Papers for the Adult Education Advisory Council.
PUB DATE- 94
NOTE- 16p.; For other papers in this series, see CE 067 210-214.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Students; Basic Skills; Definitions; Educational Improvement; Educational Needs; *Educational Objectives; *Educational Policy; *Literacy Education; Outcomes of Education; *Policy Formation; *State Programs; Student Characteristics; Student Motivation
IDENTIFIERS- *Washington

This discussion paper endeavors to inform decision makers about the goals and outcomes for adult basic education in Washington State. It first examines the current goals operating in adult

Project, these curriculum materials for the occupational area of millwright contain three lessons that deal with getting meaning from context. Each lesson consists of an objective, instruction, and exercises. Lesson 1 contains seven exercises, Lesson 2 has four, and Lesson 3 has eight. The objectives for the lessons are for the student to be able to define words using clues in the sentence provided by the author, to define unknown words through examples given in the sentence, and to define unknown terms by examining the familiar words that surround the terms. (YLB)

ED 374 296 CE 067 234

Finding the Main Idea. Millwright.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 92
NOTE- 44p.; For documents related to this project, see CE 067 219-251.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Basic Skills; Behavioral Objectives; Competency Based Education; Content Area Reading; Individualized Instruction; Learning Activities; Lesson Plans; *Literacy Education; *Machine Tool Operators; Machine Tools; *Reading Comprehension; *Reading Skills; Technical Education
IDENTIFIERS- *ABCs of Construction Project; *Main Idea; *Millwrights; Workplace Literacy

Developed by the ABCs of Construction National Workplace Literacy Project, these curriculum materials for the occupational area of millwright contain two lessons that deal with finding the main idea. Each lesson consists of an objective, instruction, and exercises. Lesson 1 contains nine exercises, and Lesson 2 has five. The objectives for the two lessons are for the student to be able to find main ideas in paragraphs and passages and for the student to be able to recognize sequence and comparison-contrast paragraph and passage construction. (YLB)

ED 374 297 CE 067 235

Reading Charts & Tables. Millwright.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 92
NOTE- 87p.; For documents related to this project, see CE 067 219-251. For companion manual, see CE 067 237.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Basic Skills; Behavioral Objectives; *Charts; Competency Based Education; Individualized Instruction; Learning Activities; Lesson Plans; *Literacy Education; *Machine Tool Operators; Machine Tools; Mathematics Instruction; Mathematics Skills; *Problem Solving; *Tables (Data); Technical Education; *Word Problems (Mathematics)
IDENTIFIERS- *ABCs of Construction Project; *Millwrights;

DESCRIPTORS- *Educational Assessment; *Educational Cooperation; *Educational Facilities; Educational Planning; *Educational Principles; *Educational Quality; *Military Service; Military Training; Models; Postsecondary Education; Program Effectiveness
IDENTIFIERS- *Military Installation Voluntary Education Review

The Military Installation Voluntary Education Review (MIVER) Project has two purposes: to assess the quality of selected on-base voluntary education programs and to assist in the improvement of such education through appropriate recommendations to institutions, installations, and the military services. MIVER site team members assessed the quality of the voluntary education at 24 installations. They used the "MIVER Model" to review the installation needs assessment, education planning, and implementation process as well as facilities, resources, leadership, climate for learning, and communications that foster effective working relationships among both installation and institutional education personnel. One of the reasons that the MIVER process works so well is the design of the site team assignment structure. Team members have multiple assignments. Horizontal, vertical, and functional involvement provide opportunities for most of them to have a minimum of three assignments. The MIVER staff and governing board have pulled together key "principles" in 12 areas for installations and 10 areas for institutions using the common threads of excellence and concerns in military education observed by MIVER teams among the services over the past 3 years. (Two summaries outline installation and institution commendations and concerns that are examples of MIVER team findings. Names and addresses of contacts are provided.) (YLB)

ED 374 320 CE 067 263

Principles of Good Practice for Voluntary Education Programs on Military Installations. Military Installation Voluntary Education Review (MIVER).
PUB DATE- 5 Aug 94
NOTE- 36p.; For related documents, see CE 067 262-264.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Assessment; *Educational Cooperation; *Educational Facilities; Educational Planning; *Educational Principles; *Educational Quality; *Military Service; Military Training; Postsecondary Education; Program Effectiveness
IDENTIFIERS- *Military Installation Voluntary Education Review

This volume was developed with a concern for maintaining both quality and access to education for military servicemembers participating in voluntary education programs. The principles have the following objectives: to define the parameters of excellence; to dispel misunderstandings about the purpose, legitimacy, and worth of voluntary education programs conducted on U.S. military installations; to stimulate dialogue on how to strengthen and improve the quality of these programs and services; and to help the programs evolve as part of the mainstream of adult and higher education. An overview provides a summary of each of the 12 principles. Each principle is then presented in this format: summary, rationale, and listing of subprinciples. The principles cover the following topics: mission statement; command support; personnel; needs assessment; education program planning; education program acquisition; program administration; student services; instructional resources; physical resources; financial resources; and student assessment and program evaluation. (YLB)

Needs; Educational Policy; *Educational Trends; *Integrated Curriculum; National Surveys; Outcomes of Education; Postsecondary Education; *Program Implementation; Program Improvement; Questionnaires; Secondary Education; *Vocational Education
IDENTIFIERS- *Tech Prep

A study examined tech prep (TP) implementation in the United States. Questionnaires were mailed to a geographically representative sample of 473 of the 855 local TP coordinators identified. Completed questionnaires were returned by 84% of the coordinators surveyed. The study established that as many as 50% of the nation's high schools are participating in a local TP consortium. Coordinators rated student outcomes in 15 of 17 categories as "high" or "very high." Educators, parents, students, and employers were found to be highly supportive of TP, and nearly all consortia had conducted professional development activities for secondary/postsecondary personnel. Lingering challenges facing TP included the following: resource constraints, TP's broad and conflicting goals, and low degrees of implementation of the work-based learning and apprenticeship components of TP programs. Recommendations included calls for increased funding of TP and expansion of the scope/focus of TP beyond the 2 2 concept to include change agents at the elementary, middle school, college, and university levels. (Fifteen tables and 54 references are included. Appended are a table summarizing the survey population, sample, and response rate by state and aggregated responses to the local TP implementation survey.) (MN)

ED 374 337 CE 067 317

Moss, Jerome, Jr.; And Others
"Leader Attributes Inventory" Manual.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Sep 94
NOTE- 136p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Cognitive Tests; Guidelines; *Leadership; Leadership Qualities; Leadership Styles; *Psychometrics; Records (Forms); Tables (Data); Testing; Test Reliability; Test Validity; *Vocational Education
IDENTIFIERS- *Leader Attributes Inventory

This manual, which is designed to assist potential users of the Leader Attributes Inventory (LAI) and individuals studying leadership and its measurement, presents the rationale and psychometric characteristics of the LAI and guidelines for using it. Described in chapter 1 are the context in which the LAI was developed and the conceptualization of leadership that forms its foundation. Chapter 2 explains how the LAI is used. Presented in chapter 3 are the developmental history of the LAI and the measures of its reliability and validity. The process used to establish norm groups and standards for the LAI are outlined in chapter 4. Fourteen tables/figures and 69 references are included. Appended are the following: an LAI rating-by-observer form; information on the development of the Leadership Effectiveness Index (LEI), which provides a criterion used to estimate the LAI's validity; a copy of the LEI; a sample individualized feedback report; 38 tables list of resources on adolescent literacy, at-risk youth, and dropouts. A supplement, Media Focus, contains "Exploding a Myth: TV Watching Is Not Passive" (Emery); "World View on Media Education"; "Commercial Advertising--Does It Have a Place in the Classroom? Two Views on Youth News Network"; and two book reviews. Issue 2 has these articles: "Concerning Literacy and Ethics"; "Ethics and Educators: Traveling in Hope"; "On Bamboo Literacy"; "On the Increasing Importance of Visual Communication"; "Drawing a Link to Literacy"; "Thinking about Writing and Thinking"; "Sponsorship and Education: Asking Some Questions"; and "Business-Education Partnerships that Work." The Media Focus supplement contains the following: "Will the Real Michelangelo Please Stand Up..."; "The Virtual Classroom--A Pilot-Project in Media Education"; "Highlights from 'Constructing Culture: Media Education in the 1990s"; "World View on Media Education"; five book reviews; and a list of conferences and events. Issue 3 contains the following: "Literacy Lessons from History"; "On the Principle of Postmodern Literacy"; "On Pygmalion' as a Literacy Narrative"; "On Values in the Classroom"; "Sculpting Gender: Media, Muscle, and the Construction of Fit' Bodies"; two books reviews; summaries of presentations from the UNESCO conference on urban literacy; "Copyright: Educators Meet the Policymakers"; "Feminist Literacy Workers Network Holds Inaugural Conference"; and a list of resources on volunteers in education. Contents of the Media Focus supplement are as follows: "Mastermind on Media: Montreal May 1992"; highlights of the International Center of Films for Children and Young People conference, Children, Moving Images, and Their Future'"; "Children and Critical Viewing: Media Literacy Conference"; "World View on Media Education"; and two book reviews. In Issue 4 are found the following: "Literacy and Human Rights"; "On Connecting Narrative, Thinking, and Women's Ways of Researching"; "On Something Called Critical Thinking"; "Equity and Diversity--Principles of Good Workplace Education"; "Job Descriptions: Making Expectations Clear to Students"; "Literacy and Street Youth"; two book reviews; and "Beyond the Composition Ghetto." (YLB)

ED 374 356 CE 067 445

Transitions: Building Partnerships between Literacy Volunteer and Adult Education Programs. A Guide to Effective Transition Strategies.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 94
NOTE- 52p.; For the conference proceedings, see CE 067 137.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Articulation (Education); Conferences; Cooperative Planning; Educational Cooperation; Educational Strategies; Educational Technology; *Literacy Education; *Partnerships in Education; Portfolios (Background Materials); Strategic Planning; *Transitional Programs; *Voluntary Agencies
IDENTIFIERS- National Adult Literacy Survey (NCES)

This guide, which is intended for use by decision makers, administrators, volunteers, teachers, and other educators in fields related to adult literacy, is designed to assist in the

Education; *Health Education; *Health Programs; Intervention; Parent Child Relationship; Parent Influence; Peer Influence; Prevention; *Substance Abuse; Tobacco
IDENTIFIERS- Second Chance Programs

Adolescent use of alcohol, tobacco, and other drugs is currently increasing. Three out of four adolescents report regular drinking. Significant alcohol, inhalant, and cigarette use is reported as early as fourth grade, and alcohol experimentation increases from 6 to 17 percent between fourth and sixth grades. Adolescence is a high risk stage for all youth, given the adolescent search for identity. Although patterns of use differ among individuals and according to ethnicity, youth learn drinking patterns from their parents. General factors increasing the likelihood that a youth will abuse substances include being home alone after school, having friends who approve of or use alcohol or other drugs, a history of cigarette use, and frequent delinquency. Substance abuse treatment programs for adolescents cannot simply be scaled-down versions of adult programs, for adolescents differ in significant ways. A "second-chance" treatment model involving a trusting relationship between adolescent and adult within the context of a consistent set of rules and a peer-governed community is often successful. Traditional, often-successful prevention programs for preadolescents, such as information or self-esteem or decision-making skills programs, frequently miss success with adolescents, for whom comprehensive community programs including peer group pressure seem best. (MSF)

ED 374 376   CG 025 653

Page, Penny Booth
Facts on: Grant Funding for Alcohol/Drug Prevention. Fact Sheet No. 25.
PUB DATE- 94
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Alcohol Education; *Drug Education; Federal Aid; *Grants; *Grantsmanship; *Health Education; Health Promotion; Prevention; Private Financial Support; *Proposal Writing

The passage of the Federal Drug-Free Schools and Communities legislation expands alcohol/drug prevention targets and makes it important that educators and community leaders understand how to seek out and compete for grant dollars to meet legislative mandates. The initial step in seeking grants is understanding which of the two types of sources, public (Federal, state, and local government agencies) or private (foundations and corporations) fund activities like those contemplated. "The Federal Register," "The Foundation Directory," and five other resources listed help identify potential funding sources. Once a potential public source is identified, the applicant completes an application following specific guidelines and criteria. Because private foundations often have no fixed guidelines or require specific application forms, potential applicants should first submit a one to two page concept paper inquiring whether the proposed project falls within the funder's area of interest. Regardless of source or required forms, most applications should contain eight basic elements: (1) proposal summary; (2) introduction; (3) problem statement; (4) objectives; (5) methods of reaching the objectives; (6) means of evaluation; (7) how future funding will be found; and (8) budget of all necessary costs. Success requires patience and the perseverance to seek advice from achieving--providing students with learner-centered, lifelong intellectual and practical thinking and communication abilities. The book is divided into five parts: (1) How to Think Analytically; (2) How to Read Analytically; (3) How to Learn Analytically across the Curriculum (includes chapters on humanities, social studies, and sciences); (4) How to Write, Listen, and Speak Analytically; and (5) Managing Your College Career (developing good study habits). Over 125 analytical explorations in the book introduce, explain, and provide practice in whole learning. Appendix A contains templates for analytical displays and narratives; Appendix B discusses whole learning for speakers of English as a Second Language. (NKA)

ED 374 396   CS 011 825

Sparapani, Ervin F.; Edwards, Peter
The Thinking/Learning System: A Brain-Compatible Strategy for Effective Teaching of Higher-Order Thinking and Learning.
PUB DATE- Jul 94
NOTE- 13p.; Paper presented at the International Conference of Thinking (6th, Boston, MA, July 17-22, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Style; *Critical Thinking; Elementary Secondary Education; Higher Education; Instructional Innovation; *Learning Strategies; Models; Teacher Role; Technological Advancement; *Thinking Skills
IDENTIFIERS- Conceptual Frameworks

The Thinking/Learning System is designed to provide students at all educational levels with learning experiences based on conceptual frameworks which transcend the limitations of content. The system was developed around four specific thinking skills (information gathering, critical thinking, decision making, and creative thinking) that are essential elements of effective thinking. Independent thinking is addressed through the freedom of choice and mode of expression allowed the individual. The role of the teacher is to guide and direct students to select appropriate and challenging experiences. The system enables teachers to cope realistically with the number and variety of learning materials available to students. The Thinking/Learning System was developed to give students the opportunity to develop the higher-order thinking skills and innovative techniques that will allow them to meet the challenge posed by a complex, technological world. (Contains 14 references and three figures illustrating aspects of the system.) (RS)

ED 374 397   CS 011 826

Bednar, Maryanne R.
Teachers' Beliefs and Practices: Dissonance or Contextual Reality?
PUB DATE- Dec 93
NOTE- 16p.; Paper presented at the Annual Meeting of the National Reading Conference (43rd, Charleston, SC, December 1-4, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Teachers; Elementary Education; Longitudinal Studies; *Reading Attitudes; Reading Research; *Teacher Attitudes; *Teacher Behavior; Theory Practice Relationship

provide teachers with techniques for recognizing readers with difficulties; identifying readers' specific strengths and needs; and planning instruction that takes into account the processes needed to perform a certain reading task. A conscious effort was made to present techniques appropriate to, or easily modified for, any grade level from primary through secondary school. One change in this edition is the inclusion of writing as a means of supporting reading development; more children's literature is also used. Chapters in the book are: (1) Fundamental Aspects of Corrective Reading; (2) Analytic Teaching: Meeting All Students' Instructional Needs; (3) The Analytic Process: Its Nature and Value; (4) Reading-Related Factors; (5) Assessing and Evaluating Reading Performance with Indirect Measures; (6) Assessing and Evaluating Reading Performance with Direct Measures; (7) The Reading/Writing Connection; (8) Word Recognition; (9) Reading Comprehension: Foundations; (10) Reading Comprehension and Strategic Reading for Narrative Text; (11) Study Skills; (12) Strategic Reading for Expository Text; and (13) Developing Reading of Linguistically Diverse Students. Contains over 600 references. Appendixes discuss text readability, instructional environments, gathering affective information, stages in spelling development, scoring systems for writing, books to build self-esteem of students in multiethnic settings, Fry's first 300 instant words, and useful phonics generalizations. (RS)

ED 374 417   CS 011 852

Lewis, Warren
We All Believe in Education.
PUB DATE- 8 Sep 94
NOTE- 8p.; Keynote Address, Ad-Hoc Conference to Plan "1995: The Year of Learning about Prisons and Jails in Indiana" (Indianapolis, IN, September 8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Correctional Education; *Correctional Institutions; *Educational Benefits; Literacy; *Role of Education
IDENTIFIERS- *Indiana

When people think about "correctional education," they typically think about only the kind that is aimed at inmates, forgetting that the teachers need educating too; and that line officers and department of corrections commissioners and sheriff's deputies need career-long training too; and the general public, which tends to be more than a little knee-jerk on these issues, needs enlightening too. Education works--not only for the general public but for people in prisons and jails too. Time and again, even when the results of this or that study were negative, of this or that project were disappointing, nevertheless, the well-nigh universal opinion of the best minds in the field is that education in prisons and jails works--the "right kind" of education works to lower recidivism; to make a facility a more humane and more tolerable place to live and work, not only for the inmates but also for the officers, staff, and everyone else; the "right kind" of education works to lower the costs of incarceration, to lessen the level of violence and to ease the tax burden on us all, and eventually to habilitate many people. The members of this conference have gathered together in their common belief in education to make something special of 1995--a Year of Learning about Prisons and concerned with First Amendment rights for secondary school students believed the 1969 decision of "Tinker v. Des Moines Independent School District" was a signal that high school journalists would experience a new-found freedom of expression, free of censorship. However, "Hazelwood School District v. Kuhlmeier" reaffirmed the Court's commitment to the structure of the public school system in the United States, and the authority of its officials. Issues raised in such court cases are school issues more than they are First Amendment issues, and these issues win when pitted against students' First Amendment rights. (Contains 81 notes.) (RS)

ED 374 435 CS 214 508

Dickson, Tom
How JMC Education Rates in Its Efforts to Sensitize Students to Ableism Issues.
PUB DATE- Aug 94
NOTE- 31p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (77th, Atlanta, GA, August 10-13, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- College Students; *Disabilities; Higher Education; *Journalism Education; Mass Media; *Multicultural Education; National Surveys; *Program Effectiveness; Questionnaires; Student Attitudes
IDENTIFIERS- *Ableism; *Diversity (Groups)

A study examined to what extent journalism/mass communication education is attempting to sensitize students to covering people with disabilities in comparison to what it is doing in regard to addressing diversity issues concerning race, gender and sexual orientation. Two hypotheses were proposed: (1) that academic institutions accredited by the Association for Education in Journalism and Mass Communication will have done significantly more than unaccredited programs to sensitize students to reporting about people with disabilities; (2) that both accredited and unaccredited programs will have given more emphasis to issues of race and gender than to issues of sexual orientation and "ableism." A 34-item questionnaire was distributed to 392 programs; 216 responses were received. Research results supported both hypotheses. In general, the study found that Journalism/Mass Communication programs were not doing as good a job emphasizing reporting about people with disabilities as they were emphasizing reporting about minorities covered by Standard 12: racial and ethnic minorities and women. Programs were emphasizing ableism even less than they were emphasizing gay/lesbian stereotypes. While accredited programs were doing a much better job than unaccredited schools in furthering the goals of Standard 12, they were not doing much better in emphasizing coverage of people with disabilities and gays/lesbians. Issues about ableism have a long way to go before they get the attention they deserve. (Contains 23 references and 3 tables.) (TB)

ED 374 436 CS 214 509

Dickson, Tom
Journalism/Mass Communication Education's Response to Calls for Increased Racial/Ethnic Sensitivity.
PUB DATE- 10 Aug 94

university-affiliated teacher research group was comprised of from 19 to 20 teachers representing a wide spectrum of grade levels. All on the high school and college level taught English. Ethnographic participant observation occurred over the span of two years. Case studies of three members of the group illustrate the three global positions taken by members in the teacher research group: a "teacher empowerment" position, a "social change" position, and a "professional development" position. The concept of ideology was utilized to emphasize that beliefs about society, politics, and cognition are intimately bound up in the teacher researchers' different perspectives. Analysis of the ideological positions that developed within this teacher research group, along with the conflicts and interchanges among the participants, demonstrates that there are important divisions within the teacher research movement that are intellectually creative and socially important. (Contains 42 references, eight notes, and three figures which present a synthesis of the commonalities and differences among the three positions.) (RS)

ED 374 453   CS 214 529

Fedler, Fred; and Others
Will More Diversified Staffs Diversify Newspaper Content? A Pilot Study.
PUB DATE- Aug 94
NOTE- 25p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (77th, Atlanta, GA, August 10-13, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Measures; Cultural Pluralism; *Females; Feminism; *Journalism; Media Research; *Minority Groups; Newspapers; Undergraduate Students
IDENTIFIERS- Journalism Research; *News Stories; *Professional Concerns

A pilot study asked 94 students enrolled in introductory newswriting classes at three separate universities to evaluate 18 news stories. About half the stories concerned topics that proponents of multiculturalism have suggested would receive more emphasis if newspapers employed more women and minorities: topics such as breast cancer, divorce, abandoned babies, interracial marriages, abortions, day care, disabilities, welfare, and a contest considered racist and sexist. Using scales from "1" to "10," the students were asked to rate each story's importance, and also to indicate how likely they would be to publish it. Conclusive judgments are not possible given the limited sampling but results are suggestive nevertheless. In many cases, minorities and women did appraise differently the importance of stories and the likelihood that they would use them in the paper and play them on Page 1. Occasionally, the stories that they differed on were not overtly race or gender related, further suggesting that they were making news judgments based on a different set of life experiences. Also, this study indicated that news-ed majors differ from other communication students in their judgments about the importance of various news items. To follow up the implications of this research, similar studies should be conducted with larger samplings of professional news people and general readers. (Contains 24 notes, a listing of the 18 stories used in the study, and nine tables showing results.) (TB) activities and occupations in the Berenstain Bear books; (4) females were depicted in mean neutral occupations, and engaged in countergender-typed occupations more often than were males; (5) male occupation scores were significantly lower than the female occupation scores indicating that males' occupations tend to be more masculine than females' occupations are feminine. Males who engage in more feminine or gender-neutral activities may be considered "sissies" and may often feel less accepted than females labeled as "tomboys." Children may need more androgynous role models to provide an example for countergender-typed roles in activities and occupations especially during formative years. (Contains 19 references, the survey, and a list of the Berenstain books used.) (TB)

ED 374 471 CS 508 672

Jorgensen, Jerry D.; Speidel, Roger
Katz's Five Issues of Psychodynamic Development: The Importance of Theatre Participation to the Collegiate Experience.
PUB DATE- 94
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Career Choice; College Environment; Higher Education; Peer Influence; Personality Development; Qualitative Research; Role Models; Separation Anxiety; *Student Attitudes; *Student Participation; *Theater Arts; Undergraduate Students
IDENTIFIERS- Theater Research

A study examines qualitatively the extent to which college students indicate that cocurricular theater activities impact on psychodynamic development in J. Katz's five areas--separation anxiety, peer influence, adult role models, personality development, and occupational choice. Subjects, 15 male and 15 female students involved in the theater program of a midwestern university, were interviewed, and transcripts of the interviews were analyzed. Results indicated that theater does have an effect upon students involved in theater at the collegiate level: (1) with "separation from home," theater tended to provide a surrogate family and a support group; (2) in "peer influence," theater participation provided a large group of friends for those involved; (3) in "adult role models," theater participation instilled a stronger sense of direction and a greater sense of maturity; (4) within "personality development," students realized improvements in their self-worth, self-esteem, and confidence level; and (5) within the area of "occupational goals and values," theater trained students in valuable skills which they could use in their chosen careers. Further research might examine any one of Katz' development areas singularly, compare different schools where theater programs are well established, examine family relations, and examine students over a period of time. (Contains 15 references, a table of data, and a figure illustrating Katz' five areas of psychodynamic development.) (RS)

ED 374 472 CS 508 676

Swanson, Douglas J.
"Repellent and Shameful": The Portrayal of AIDS in "America Responds to AIDS" Broadcast Public Service Announcements, 1987-1992.
PUB DATE- 3 Apr 93

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Advertising; *Audience Response; Credibility; Higher Education; *Mass Media Effects; Media Research; Recall (Psychology); Student Attitudes; *Television Viewing; Undergraduate Students; Videotape Recordings
IDENTIFIERS- Message Perception; *Video News Releases

A study tested responses of viewers (as opposed to news organizations and sponsoring firms) to video news releases (VNRs). Subjects, 81 undergraduate students enrolled in an introductory advertising course, viewed a 30-second message about McDonald's and the Big Mac in a VNR format or an advertisement about the Big Mac special "Meal Deal" embedded in a videotape of a recent local newscast. Subjects completed questionnaires measuring the credibility of the information in the video. Results indicated that viewers assign significantly more credibility to VNR-based messages than to similar advertisements. Further, the level of credibility given to newscasts was a significant predictor of VNR recall. (Contains 14 references, 1 table, and 1 figure of data.) (RS)

ED 374 491 CS 508 702

Keyton, Joann
Examining Flirting in Social and Work Contexts: Are There Implications for Harassment?
PUB DATE- Nov 93
NOTE- 19p.; Paper presented at the Annual Meeting of the Speech Communication Association (79th, Miami Beach, FL, November 18-21, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- College Students; Higher Education; *Interpersonal Communication; *Organizational Communication; Sex Differences; *Sexual Harassment; *Social Environment; *Work Environment
IDENTIFIERS- *Flirting; Message Responses; Superior Subordinate Relationship

Based upon B. M. Montgomery's operationalization of flirting, a study tested flirting behaviors and interpretations of those behaviors in two contexts--social and work. Subjects were 27 students at a medium size southern private university, 43 nonstudent full-time employees from the same geographical area, 22 students in a large midwestern public university, 30 students at a midsouth public university, and 51 nonstudent, full-time employees from the same geographical region. Subjects completed a questionnaire concerning flirting behaviors and flirting interpretation items. Results indicated that sex did not account for differences on either scale in either context. The behavioral cues of flirting did not appear to be confined to flirting interaction, thus creating an ambiguous interpretation of the interaction. Knowing the flirting target predicted flirting behavior in the work context while having a romantic/sexual interest in the target predicted flirting in the social context. Findings suggest that flirting in the work setting does occur and that most targets flirt back, but less than 40% of the flirters had a romantic/sexual interest in their targets. The game playing motive of flirting in the work place has a bearing on the occurrence of sexually harassing behavior. (Contains 31 references, 1 figure, and 1 table of data.) (RS) included. Contains 21 references. (LMI)

ED 374 510 EA 026 081

Kushner, Susan N.; And Others
A Quality Function Deployment Analysis of Customer Needs for Meeting School Improvement Goals: The Voice of the School Principal.
PUB DATE- Apr 94
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Skills; Decision Making; *Educational Improvement; Elementary Secondary Education; *Leadership Qualities; *Needs Assessment; *Planning; *Principals; School Based Management; *Teamwork

In providing leadership for school improvement teams, principals must employ group communication and decision-making skills. In this study, a planning procedure called Quality Function Deployment (QFD) was modified for use with school-based administrators. Teams of school leaders used QFD to generate the top priority needs of school customers (students, parents, and teachers) for school improvement goals. Burton and Merrill's taxonomy of needs sources and Kaufman's Organizational Elements Model were used to classify and analyze the perceived needs identified by the principals. Results indicated that school leaders were adept at using the QFD process and that assuming the customer's perspective enabled principals to identify needs beyond those typically identified for school improvement. Several patterns of needs were observed across the categories of the Burton and Merrill and the Kaufman systems, suggesting that both analysis procedures can provide school improvement teams with valuable insights for their needs analysis and eventual needs assessment activities. The emphasis on students' personal needs and teachers' professional needs serves to remind educators of their highest priorities. Contains 28 references and 2 tables summarizing participants' perceptions of their customers' needs. (Author/MLH)

ED 374 511 EA 026 083

Barnette, J. Jackson; Hange, Jane
Site-Based Decision Making Using Faculty Senates: Three Years of Experience in West Virginia.
PUB DATE- Apr 94
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Advisory Committees; Elementary Secondary Education; *Participative Decision Making; *School Based Management; School Involvement; State Action; *State Legislation; *Teacher Participation
IDENTIFIERS- *Faculty Senates (Elementary Secondary Schools); *West Virginia

The West Virginia education reform legislation of 1988 and 1990 mandated greater involvement of school personnel, parents, and

Allison, Derek J.; Morfitt, Grace
Time Span of Discretion and Administrative Work in School Systems: Results of a Pilot Study.
PUB DATE- Apr 94
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Administrator Role; *Educational Administration; Elementary Secondary Education; Enrollment; Foreign Countries; *Organizational Climate; School Size; Time on Task; Vertical Organization; Work Environment
IDENTIFIERS- *Ontario

This paper presents findings of a study that utilized Elliott Jaques' theories of organizational depth structure and time span of discretion in administrative work to examine administrators' responsibilities in two Ontario (Canada) school systems. The theory predicts that the time-span of discretion associated with the administrative tasks will increase with the hierarchical rank of incumbents. Specifically, the study examined the effects of organizational size and enrollment (measures of school size) on administrators' time span discretion. The pilot study was conducted in two medium-sized school systems in Ontario. Interviews were conducted with a total of 38 participants--the principals and vice-principals at eight selected schools (two elementary and two secondary in each system), the district director (CEO), and all supervisory officers. Both superintendents and principals were found to be working at or close to the 2-year time-span level, with the directors of both systems engaging in work with a maximum time span of 3 years. Clearer hierarchical distinctions were evident in the work of vice-principals and department heads. These findings imply that the administrative responsibilities of principals are of equal weight and complexity to those of assistant superintendents, and thus the formal subordination of the former to the latter may be nonrequisite. Findings also indicate that school size, rather than school type, may be a more powerful determinant of the level of principals' administrative work. Overall, enrollment may serve as the best measure of a school's organizational size; however, the total number of employees is a more appropriate measure of organizational size for school systems. Five figures and four tables are included. (Contains 96 references.) (LMI)

ED 374 531 EA 026 105

Simiele, Thomas C.
The Changing Role of the School Attorney: Protecting and Exploiting Sources of Revenue for Schools.
PUB DATE- 93
NOTE- 38p.; Paper presented at the Annual Meeting of the National Organization on Legal Problems of Education (Philadelphia, PA, November 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cost Effectiveness; Educational Finance;

NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Standards; Elementary Secondary Education; *Minimum Competency Testing; Performance; Politics of Education; *Standardized Tests; State Curriculum Guides; *State Standards; Statewide Planning; *Teacher Attitudes
IDENTIFIERS- *Maryland; *Pennsylvania

A Carnegie Foundation survey, conducted in 1988, found that teachers were critical of the education reform movement in general and standardized statewide testing in particular. This paper presents findings of a study that examined the impact of state-mandated testing programs on the work lives of teachers and students. It compares two states' testing programs--Pennsylvania's program with "low stakes" consequences attached to student performance, and Maryland's "high stakes" program. Data were collected in 3 phases: (1) interviews with administrators, teachers, and students at 12 sites (6 school districts in each of the states); (2) a survey of the central office administrator, principal, and teachers from 207 Pennsylvania districts and 23 Maryland districts; and (3) followup fieldwork. In each state, teachers perceived that the statewide testing programs offered relatively few benefits for students, particularly because they provided information that schools already possessed. Educators in Pennsylvania districts reported that they began to take the tests more seriously for political reasons but had reservations about whether the tests actually improved the lives of teachers or students. Under high stakes conditions, the following occurred: increased attention to improving test results; greater disruption of teacher' work lives; decreased reliance on teachers' professional judgment; and heightened concern about liability. Despite such programs' questionable educational value, they are politically popular because they are publicly available and easily understood. However, the press for uniform, quick success contradicts the nature of the school-improvement process. Three tables are included. Contains 18 references. (LMI)

ED 374 552 EA 026 130

Re:Learning in Pennsylvania: A Resource Book.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 90
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Change Strategies; Educational Change; Elementary Secondary Education; Organizational Communication; Program Administration; Program Development; *Program Implementation; *School Restructuring
IDENTIFIERS- *Pennsylvania

Since 1988, considerable state and school/district energies have been devoted to implementing Re:Learning in Pennsylvania. This paper describes the experiences of Cycle I project directors who implemented Re:Learning in late 1988 or early 1989. Re:Learning is a national effort to redesign the total school system, based on Theodore Sizer's (1984) nine common principles of the Coalition of Essential Schools. It reflects the belief that participants at all levels of education must be engaged in a focused and coordinated effort. Data for this paper were obtained from interviews conducted with Pennsylvania's eight

This paper describes the dilemmas of leadership experienced by principals and superintendents in Norway. The term "dilemma" refers to contradictory orientations that these educational leaders experienced in their job activities. Dilemmas are categorized in terms of legality, which pertains to the formal steering of the schools, or in terms of legitimacy, which refers to those informal control mechanisms rooted in tradition and culture. The paper presents outcomes of an action research project in which the principals and superintendents in three Norwegian cities participated. Project elements included observations, counseling, peer review, journal writing, and reflection. Data were collected through field notes from the observations, peer reviews, and group meetings; analysis of journal entries; and interviews with participants. The following dilemmas were analyzed in terms of state legality versus social legitimacy: (1) administrative control versus professional autonomy; (2) confrontation versus individual autonomy; (3) challenge versus support; (4) change versus stability; (5) ad hoc problem solving versus reflection and long-term planning; and (6) loyalty to students and parents versus loyalty to teachers. To understand educational leadership, local activities must be related to broader political, social, and cultural issues. In addition, the hierarchical structure and the ways in which micropolitical activities within schools both steer and restrict activities and perceptions must be examined. (LMI)

ED 374 571　　　　EA 026 156

Archbald, Doug
On the Design and Purposes of State Curriculum Guides: A Comparison of Mathematics and Social Studies Guides from Four States.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 94
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Content Analysis; Curriculum Design; Curriculum Development; *Educational Policy; *Mathematics Curriculum; Secondary Education; *Social Studies; *State Curriculum Guides; *State Standards

Only in the last several years have state curriculum guides become prominent in education reform discourse and policy. This paper focuses on the organization and content of curriculum guides in four states regarded as leaders in education reform--Florida, Texas, California, and New York--in an effort to develop a way of comparing and contrasting various state approaches to the design of such documents. The review focuses on the rationales and degrees of prescriptiveness in secondary education curriculum guides for mathematics and social studies. A conclusion is that state leadership in education reform is not well served by curriculum guides that embody no clear rationale or standards. Clear, detailed, and well -organized guides may be an effective instrument of reform if they are part of a coherent policy framework. However, to have impact, they must have curricular validity in the eyes of local educators. The state must also provide significant support and incentives. The question of whether guides can substantively improve curriculum and instruction remains unanswered. Four figures and a list of state curriculum resources are included.

This guide for parents of children with dyslexia begins with case summaries of several children who exhibited reading and other academic problems that were later diagnosed as dyslexia. Misconceptions about dyslexia are refuted, and developmental problems in the areas of auditory perception, visual perception, and language processing are discussed. Activities to strengthen each of these three areas are listed. Problems arising from having dyslexia are explored, especially the problem of poor self-image. The emotions that parents often experience in dealing with the child who has dyslexia are examined. Some of these include denial, guilt, martyrdom, anger, and acceptance. Subsequent chapters focus on the hope that comes from perseverance. Suggestions are offered for parents who want to help their child develop a positive self-image and a sense of security. Suggestions are also offered for helping the child to perform better in school by developing his or her organizational skills, homework skills, and test-taking skills. The final chapter recounts the outcomes for those children whose case summaries were presented in the first chapter. An appendix offers positive phrases parents can say to praise their child, time management forms and checklists, a sample of teacher rules and requirements, a self-concept assessment form, and suggested classroom modifications. (JDD)

ED 374 590 EC 303 310

Dincher, Donna; McGuire, Lorraine
Improving Student Academic Success and Self-Esteem through the Use of Organizational Skills.
PUB DATE- Apr 94
NOTE- 104p.; Master's Thesis, Saint Xavier University.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; Grade 8; Intervention; Junior High Schools; Junior High School Students; *Learning Disabilities; *Organization; *Self Esteem; Study Skills

An intervention was implemented to improve academic success and self-esteem of eighth grade students classified as learning disabled in a district northwest of Chicago, Illinois. Major elements of the intervention included strategies to increase teacher awareness of the students' inability to use and process information, intervention to improve organizational skills, and a plan to assist students in understanding the use of an organizational tool and how it is related to academic success and self-esteem. Inservice training was provided to the two teachers of students with learning disabilities who were going to implement the intervention. Students then learned to separate their notes and handouts according to subject areas, to organize them into a binder, and to complete a weekly checklist. As a result of the intervention, students' self-esteem improved, students' academic achievement increased, and students increased their awareness of the importance of using organizational skills. Appendices contain various survey forms and assessment instruments. (Contains 17 references.) (JDD)

ED 374 591 EC 303 311

Barnes, Sheila; Weiner, Charles
Reflections on Reform: Inclusion from Congress to Courts to Classrooms.
PUB DATE- Apr 94
NOTE- 37p.; Paper presented at the Annual International

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adults; Children; Community Programs; *Court Litigation; *Deinstitutionalization (of Disabled); *Developmental Disabilities; Institutional Schools; Institutional Survival; Placement; Program Development; *Program Termination; *Residential Institutions; Residential Schools; School Closing; State Government; State Programs
IDENTIFIERS- *Garrity v Gallen; *Laconia Developmental Services NH; Laconia State School NH; New Hampshire

In 1978 a complaint was filed by New Hampshire Legal Assistance against Laconia Developmental Services, New Hampshire's only public institution for children and adults with developmental disabilities. The decision from the Federal district court judge in August 1981 ordered the state to devise a plan for: institutional improvement; development of community service options within available resources; and special education responsive to children with severe disabilities. An implementation plan was developed by the state, calling for significant community placements and the building up of important community infrastructure. Factors that contributed to the positive outcomes of the litigation included poor institutional conditions, few community services, timing, the development of a model for nondiscrimination against people with severe disabilities in the Pennhurst case in Pennsylvania, the public nature of the trial, the influence of outside experts, the maintenance of the state's role in planning services rather than assignment of a court monitor, courage and tenacity of the parents, the wisdom of the judge, and minimal organized opposition. Highlights in the litigation process, effect on state administration and planning, and the decision to not apply for special education certification are also discussed. (Contains 19 references.) (JDD)

ED 374 609   EC 303 331

Racino, Julie Ann
The Closing of Laconia: From the Inside Out.
PUB DATE- 93
NOTE- 34p.; For related documents, see EC 303 329-332 and ED 355 735.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adults; *Agency Cooperation; Case Studies; *Change Agents; Change Strategies; Children; Community Programs; *Deinstitutionalization (of Disabled); *Developmental Disabilities; *Personnel Management; Placement; Program Development; Program Termination; *Residential Institutions; Staff Utilization; State Government; State Programs
IDENTIFIERS- *Laconia Developmental Services NH; New Hampshire

This case study shares the perspectives of two individuals who worked from within Laconia Developmental Services (a state institution in New Hampshire for people with developmental disabilities) to close it. One individual was institutional superintendent and the other served as a liaison officer among the state government offices, Laconia Developmental Services, and the community service system represented by area agencies. The institutional superintendent identified four major areas as critical in the internal process of closing Laconia: (1) revisions in the personnel system; (2) caring for and about staff members; (3) restructuring and reorganizing the institution as it became smaller; and (4) maintaining

DESCRIPTORS- *Assistive Devices (for Disabled); Augmentative and Alternative Communication; Communication Aids (for Disabled); Computers; Computer Software; *Educational Technology; Elementary Secondary Education; *Inservice Teacher Education; Microcomputers; Participant Satisfaction; Program Effectiveness; Program Evaluation; *Severe Disabilities; *Technical Assistance; Urban Education; Workshops
IDENTIFIERS- New York City Board of Education

The Adaptive Technology Program established five Adaptive Technology Centers (ATCs) in each of the five boroughs of New York City in 1990. These centers house various state-of-the-art technologies designed to enhance the functioning of students with severe disabilities. Equipment includes assistive devices, augmentative communication systems, adaptive computer hardware, peripherals, and software. The ATCs also provide technological support and training in the use of the equipment to school system staff responsible for the educational development of these students. The program also operates a Vision Resource Center, a Hearing Resource Center, and the Access Tech component, which provides on-site environmental assessment in the classroom, workplace, and home. Evaluation of the 1992-93 program via a survey of 110 users revealed that 3,380 students had benefitted from services provided by the ATCs. Teachers, therapists, paraprofessionals, and parents used the ATCs for information and training and to borrow equipment. In general, respondents were very satisfied with the availability of materials and equipment and with the responsiveness of the ATCs to their needs. ATC training workshops were perceived as well-organized and thorough. Users evaluated the ATC workshops positively. (JDD)

ED 374 629 EC 303 354

Ranadive, Jyoti
Staff Helping Attain Relevant Education (Project SHARE): Final Evaluation Report, 1992-93. OREA Report.
PUB DATE- 13 Sep 93
NOTE- 42p.; Prepared by the Bilingual, Multicultural, and Early Childhood Evaluation Unit. For the 1990-91 report, see ED 347 737.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bilingual Education; Elementary Secondary Education; *English (Second Language); English Instruction; *Inservice Teacher Education; *Limited English Speaking; Low Income Groups; *Native Language Instruction; Parent Education; Program Effectiveness; Program Evaluation; *Spanish Speaking; Staff Development; Urban Education
IDENTIFIERS- Elementary Secondary Education Act Title VII; New York City Board of Education; *Project SHARE NY

Project SHARE (Staff Helping Attain Relevant Education), a project funded by Title VII of the Elementary and Secondary Education Act, was in its third and final year of operation in 1992-93, in eight primary schools in the Bronx, Brooklyn, and Manhattan (New York). The project served 141 limited English proficient students from low-income families in 1992-93 by providing English-as-a-Second Language (ESL) instruction using total physical response and multisensory and literature-based approaches and providing native language arts instruction (in Spanish) using language experience, whole language, and literature-based approaches. Project SHARE offered training to teachers, paraprofessionals, supervisors, administrators, and parents on issues related to multicultural assessment and function in helping ITAs improve communication on more than one level. (MSE)

ED 374 648 FL 022 135

Gallowich, Kay
Videotaping EST/ESP Student Projects: "Real World" Research Projects for Professional and Academic Preparation.
PUB DATE- Mar 94
NOTE- 8p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (28th, Baltimore, MD, March 8-12, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Assignments; Cooperative Learning; Course Content; Course Organization; *Engineering Education; *English for Science and Technology; *English for Special Purposes; Higher Education; Introductory Courses; Professional Occupations; Public Speaking; *Research Projects; Second Language Instruction; Speech Skills; Student Evaluation; *Student Projects; Writing Exercises

Descriptive information and supporting documents for courses taught in the language center of a school of mines are presented here. The first is a four-semester engineering practices introductory course sequence that incorporates professional-level technical problem-solving, cooperative learning, and the preparation of written and oral presentations to real-world clients. It is designed to help students learn to define complex problems, continue self-education, think creatively and critically, work in teams, evaluate evidence, make judgments, and communicate to a variety of audiences. The second outline is of components of projects in English for Science and Technology (EST) and English for Special Purposes (ESP) courses at levels five and six. The projects consist of interviews with individuals who are professionals in a particular area, background research, and preparation of an oral presentation, to be videotaped, and a written report. A list of oral and written student research project topics and an evaluation form for oral presentations are also included. (MSE)

ED 374 649 FL 022 136

Meng, Lynn Whitnall; Meng, Mark
Developing Library and Research Skills for ESL Students.
PUB DATE- Mar 94
NOTE- 7p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (28th, Baltimore, MD, March 8-12, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Assignments; *College Students; Difficulty Level; *English (Second Language); Higher Education; Instructional Materials; Interprofessional Relationship; Knowledge Level; Language Proficiency; Language Teachers; Librarians; *Library Instruction; Library Role; *Library Skills; Limited English Speaking; Notetaking; *Orientation Materials; Reading Strategies; *Research Skills; Student Projects
IDENTIFIERS- *Union County College NJ

ED 374 670 FL 022 425

Carlson, Robert; Walton, Priscilla H.
CLAD/BCLAD: California Reforms in the Preparation and Credentialing of Teachers for a Linguistically and Culturally Diverse Student Population.
PUB DATE- 19 Feb 94
NOTE- 22p.; Paper presented at the Annual Meeting of the National Association for Bilingual Education's International Bilingual/Multicultural Education Conference (23rd, Los Angeles, CA, February 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Advisory Committees; *Bilingual Education; Bilingual Teachers; Change Strategies; *Cultural Pluralism; Educational Change; Elementary Secondary Education; English (Second Language); *Limited English Speaking; *State Standards; Statewide Planning; *Teacher Certification; *Teacher Education
IDENTIFIERS- *California

California's new system for the preparation and certification of teachers for the state's limited-English-proficient (LEP) population is discussed. The paper describes (1) the primary participants in development of the new system (the California Commission on Teacher Credentialing and its Bilingual Crosscultural Advisory Panel); (2) the skills and knowledge needed by teachers of LEP students; (3) the need for reform, including information on the demography of California's student population and the shortcomings of the previous policy; and the new system itself. Under this system, teachers can qualify for crosscultural, language and academic development (CLAD) or bilingual crosscultural, language and academic development (BCLAD) emphasis credentials, certificates, examinations, and specialist credentials. The BCLAD segment incorporates all the requirements for CLAD plus additional training in methodology for primary language instruction, culture of emphasis, and language of emphasis of the teacher. Ways of earning the CLAD/BCLAD emphasis credentials and certificates and the types of instructional services to LEP students authorized by CLAD and BCLAD emphasis credentials and certificates are outlined. Contains 21 references. (MSE)

ED 374 671 FL 022 427

Linfoot, Ken, Ed.
Communication Strategies for People with Developmental Disabilities: Issues from Theory and Practice.
PUB DATE- 94
NOTE- 231p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Books (010)
DESCRIPTORS- Artificial Speech; *Assistive Devices (for Disabled); *Communication Skills; *Developmental Disabilities; Educational Trends; Foreign Countries; *Interpersonal Communication; Intervention; *Language Impairments; Mainstreaming; Mild Disabilities; Play; Preschool Children; Severe Disabilities; Sign Language; Skill Development; Theory Practice Relationship; Trend Analysis; Vocabulary; Youth
IDENTIFIERS- Australia

This book is a collection of essays on helping people with developmental disabilities communicate successfully. It is

Skills; Citizen Participation; Creative Writing; Foreign Countries; Health Promotion; Information Sources; Leadership; Learning Activities; Listening Skills; Numeracy; *Older Adults; Recreational Reading; Reminiscence; Social Services; Welfare Services
IDENTIFIERS- Great Britain

This learning pack, which was developed in Britain primarily for use with small groups of older adults who have had little formal education, contains nine self-contained units of learning activities dealing with topics related to older adults' everyday lives. The following topics are covered: techniques for organizing and running a group; myths about aging; creative writing; listening skills; sources of information about social services and welfare rights in specific localities; exploration of local, national, or international issues and ways of influencing policymaking; health and well-being, the National Health Service, and ways of staying healthy; reading for pleasure; reminiscence; and basic mathematics (learning to be critical about accepting figures at face value, using a calculator, and calculating percentages and fractions). Each unit contains some or all of the following: guidance for group leaders, one or more warm-up activities, learning activities and suggestions for conducting the learning session, a list of recommended resources, information to be presented during the session, student handouts, and student feedback sheets. Lists of 21 addresses and 3 directories are included. (MN)

ED 374 220 CE 067 110

Inglis, Tom; And Others
Liberating Learning. A Study of Daytime Education Groups in Ireland.
PUB DATE- 93
NOTE- 105p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Access to Education; *Adult Education; *Day Programs; Educational Research; Foreign Countries; Lifelong Learning; Noncredit Courses; *Nonformal Education; *Womens Education
IDENTIFIERS- *Ireland

A study examined daytime education groups, a major phenomenon in Irish adult education. Results showed that 96 groups were operating, mostly in suburban areas, particularly Dublin. These groups had 8,723 adults participating in their courses and programs. What made them unique was their voluntary, locally based nature. The groups received little or no recognition, encouragement, or support from the Department of Education. They were generally dependent on local level support. More than half operated from private homes. Two-thirds rented premises. One in three did not have any insurance coverage for their activities. Two-thirds provided child care, which approximately one-fifth of the participants used. The groups provided a large number and wide range of educational courses and programs. In contrast to statutory providers, the groups had greater control over the whole process. Although crafts and skill-based learning were still emphasized, the main type of learning was oriented toward social and personal understanding. Most courses were run on a strict self-financing basis. More than half provided subsidies for the cost of fees. Courses were not linked to any overall system of certification and

DESCRIPTORS- *Adult Day Care; Adult Education; *Caregivers; *College Programs; Core Curriculum; *Curriculum Development; *Day Care; Intergenerational Programs; Two Year Colleges

This document reports on the development and field testing of a curriculum for persons interested in the caregiving field. The curriculum is designed to encourage students who are economically disadvantaged, ethnic minorities, or limited English proficient to seek training that will equip them with the education, skills, and background information necessary for employment as caregivers or for family caregiving responsibilities. The following components of the curriculum are described: needs assessment, rationale, goal, target population, curriculum design and content, cost analysis, learning objectives and outcomes, the learning environment, lesson outlines, evaluation, and revision. The learning objectives and lesson outlines cover the following five topics: caregiving, human development, field work, safety and wellness, and business aspects of a caregiving career. Other contents of the document are as follows: recommendations and conclusions, caregiver career ladder, marketing/promoting the program, advisory committee, a resource list containing 180 citations, and definition of terms. Eleven appendices make up more than half the document: labor market projections, intergenerational care provider course outlines, information from the Secretary's Commission on Achieving Necessary Skills (SCANS), an example of a questionnaire, forms, endorsement of the curriculum, samples of recruitment efforts, California legislation regarding the project, an articulation agreement, brochures for the course, and student data. (KC)

ED 374 240 CE 067 143

Thompson, Barbara, Ed.; Payne, Barbara, Ed.
The Statewide Training Model for a Continuing Education Certificate in Gerontology in Religion and Aging.
SPONS. AGENCY- Administration on Aging (DHHS), Washington, D.C.
PUB DATE- Sep 89
NOTE- 223p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Aging (Individuals); *Clergy; *Continuing Education; Curriculum Development; *Educational Certificates; *Gerontology; Guides; Human Services; Models; Older Adults; Program Development; Public Service; *Public Service Occupations; Religion; Statewide Planning; Student Certification

This training model is a guide for developing statewide training for a continuing education certificate in gerontology in religion and aging. It is designed for use by gerontology educators, state office of aging executives, and leaders of religious judicatories. Section I begins with a description of the training model and covers where and how to begin. Chapter 2 focuses on the course format, schedule, requirements, and modifications. Chapter 3 deals with the central focus of the training: building collaborative relationships and using the course content in projects that extend programs and services to older persons in the communities. The chapter covers a project planning process and using the resources of good community involvement, older volunteers, and advisory committees. Chapter 4 provides information on research instruments and research report results and their use for planning and evaluation. Section II introduces the recommended curriculum content. Each chapter covers one area and identifies content issues and food distribution; food service marketing; hospitality management; hotel and lodging--auditing and posting operations, front office and cashiering operations, housekeeping services, and telephone communication techniques; hotel and motel career development; import/export marketing; insurance customer service representative, management, and marketing; marketing cooperative education; marketing and distribution; marketing education directed study; marketing management; parts marketing; promotion management; real estate management and marketing; restaurant management; retail food management; teller operations; ticket agent/reservationist; travel agency operations; and travel industry management. (KC)

ED 374 258 CE 067 178

Public Service Education. Vocational Education Program Courses Standards.
PUB DATE- Jul 94
NOTE- 272p.; Supersedes ED 358 271.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Competence; *Competency Based Education; Course Content; Postsecondary Education; *Public Service; *Public Service Occupations; Secondary Education; State Curriculum Guides; *State Standards; Teaching Methods
IDENTIFIERS- *Florida

This document contains vocational education program courses standards (curriculum frameworks and student performance standards) for exploratory courses, practical arts courses, and job preparatory programs in public service education offered at the secondary or postsecondary level as a part of Florida's comprehensive vocational education program. Each standard is composed of two parts: a curriculum framework and student performance standards. The curriculum framework includes four major sections: major concepts and content, laboratory activities, special notes, and intended outcomes. Student performance standards are listed for each intended outcome. Program and course standards are based upon competencies required for entry, advancement, and upgrading in public service occupations. The program courses standards in this guide cover the following subjects: exploration of public service occupations; principles of public service; bail bonding; civil engineering aide and technology; correctional auxiliary officer, officer, and probation officer; criminal justice assisting and technology; environmental science technology; environmental specialist; fire fighting; fire science technology; instructional services technology; interpreter training program for hearing impaired; law enforcement and auxiliary officer; legal assisting; library assisting; private security guard; public administration supervision and technology; public safety telecommunication; public service cooperative education; public service education directed study; recreation technology; sign language communication; social services technology; solid waste disposal operation; teacher assisting; traffic accident investigation; urban planning technology; volunteer fire fighting; wastewater treatment plant operation levels C and B; water and wastewater technology; water treatment plant operation levels C and B; and water and wastewater treatment plant operation level A. (KC)

ED 374 259 CE 067 180

literacy programs in the state, concluding that, although there may appear to be agreement about the very general purposes of literacy education in the state, the operative goals vary widely, and the absence of agreed upon and clearly stated goals and outcomes has made collaboration around operational issues such as participant definitions, intake and placement, curriculum and assessment difficult. The paper then describes a framework and suggests the following considerations for determining goals: making goals specific, stakeholder agreement, learners' goals and motivations, statewide applicability, change requirements, purposes, and assessment of progress toward the goals. Finally, the paper proposes policy options and implications for consideration. Implications for setting the following goals are discussed: self-sufficiency, community-oriented goals, Goal 5, a National Education goal which states that "By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship," employability, and literacy skills. Various outcome measures for assessing progress toward the goals are outlined. The paper concludes that the effective redirection of policy and practice in Washington State requires that goals and outcomes for adult basic education be widely shared, measurable, broad enough to include learner aspirations but narrow enough to promote accountability, built on the strengths of a pluralistic delivery system and diverse learners, and based on consciously chosen principles rather than obsolete assumptions. (KC)

ED 374 277   CE 067 212

Fish, Susan; Sampson, Lynne
ReDirection: Options for Policy and Practice in Adult Literacy in Washington State. Roles of Providers. A Series of Discussion Papers for the Adult Education Advisory Council.
PUB DATE- 94
NOTE- 13p.; For other papers in this series, see CE 067 210-214.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Students; Basic Skills; Definitions; Educational Improvement; Educational Needs; Educational Objectives; *Educational Policy; Educational Practices; *Literacy Education; Needs Assessment; Policy Formation; *Program Implementation; *Role Perception; *State Programs; Student Characteristics; Student Motivation
IDENTIFIERS- *Washington

This discussion paper provides background information describing the service base of adult literacy education programs in Washington State and highlights local initiatives to coordinate services. Based on "The Washington State Literacy Resource Directory," the report identifies 102 local service providers of literacy services to adults. About one-third of these programs are in community or technical colleges; about half are in King County, with 11 in Pierce County. More than half the programs receive funding from the Office of Adult Literacy; about 40 programs offer individual or small group instruction exclusively by volunteers. The amount of collaboration among providers varies greatly. This description of the adult literacy education service base is followed by a brief description of the range of roles providers fulfill, such as referrals, intake and assessment, instruction, coordination of volunteer tutors, support services, case management, and job

Workplace Literacy

Developed by the ABCs of Construction National Workplace Literacy Project, these curriculum materials for the occupational area of millwright contain a lesson that deals with reading charts and tables. The lesson consists of an objective, instruction, and 10 exercises. Three types of problems are provided in each exercise: "try it," "apply it," and "go with it." The objective for the lesson is for the student to learn to locate and supply information from a table. (YLB)

ED 374 298 CE 067 236

Reading Diagrams. Millwright.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 92
NOTE- 119p.; For documents related to this project, see CE 067 219-251.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Basic Skills; Behavioral Objectives; Competency Based Education; *Diagrams; Individualized Instruction; Job Skills; Learning Activities; Lesson Plans; *Literacy Education; *Machine Tool Operators; Machine Tools; Mathematics Instruction; Mathematics Skills; *Problem Solving; *Reading Skills; Technical Education; Word Problems (Mathematics)
IDENTIFIERS- *ABCs of Construction Project; *Millwrights; Workplace Literacy

Developed by the ABCs of Construction National Workplace Literacy Project, these curriculum materials for the occupational area of millwright contain a lesson that deals with reading diagrams. The lesson consists of an objective, instruction, and 10 exercises. Three types of problems are provided in each exercise: "try it," "apply it," and "go with it." The objective for the lesson is for the student to learn to locate and apply information from a diagram. (YLB)

ED 374 299 CE 067 237

Problem Solving Using Charts and Graphs. Millwright.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 92
NOTE- 64p.; For documents related to this project, see CE 067 219-251. For a comparison manual, see CE 067 235.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Basic Skills; Behavioral Objectives; *Charts; Competency Based Education; Individualized Instruction; Learning Activities; Lesson Plans; *Literacy Education; *Machine Tool Operators; Machine Tools; Mathematics Instruction; Mathematics Skills; *Problem Solving; Tables (Data); Technical Education; *Word Problems (Mathematics)
IDENTIFIERS- *ABCs of Construction Project; *Millwrights; Workplace Literacy

Developed by the ABCs of Construction National Workplace Literacy Project, these curriculum materials for the occupational area

ED 374 321 CE 067 264

Principles of Good Practice for Institutions Providing Voluntary Education Programs on Military Installations. Military Installation Voluntary Education Review (MIVER).
PUB DATE- 5 Aug 94
NOTE- 50p.; For related documents, see CE 067 262-263.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Assessment; *Educational Cooperation; *Educational Facilities; Educational Planning; *Educational Principles; *Educational Quality; *Military Service; Military Training; Postsecondary Education; Program Effectiveness
IDENTIFIERS- *Military Installation Voluntary Education Review

This volume was developed with a concern for maintaining both quality and access to education for military servicemembers participating in voluntary education programs. Ten principles offer guidelines for academic instruction providing education programs on military installations. The principles have the following objectives: to define the parameters of excellence; to dispel misunderstandings about the purpose, legitimacy, and worth of voluntary education programs conducted on U.S. military installations; to stimulate dialogue on how to strengthen and improve the quality of these programs and services; and to help programs evolve as part of the mainstream of adult and higher education. An overview provides a summary of each of the 10 principles. Each principle is then presented in this format: summary, rationale, and listing of subprinciples. The principles cover the following topics: mission statement; education program; personnel; program administration; student services; instructional resources; physical resources; financial resources; student assessment; and program evaluation. Three appendixes contain the following: the Servicemembers Opportunity Colleges Principles and Criteria, 1995-1997; Statement on Awarding Credit for Extrainstitutional Learning; and Joint Statement on Transfer and Award of Academic Credit. (YLB)

ED 374 322 CE 067 265

Planing Meeting on Asian/Pacific Joint Production Programme of Materials for Neo-Literates in Rural Areas (Tokyo, Japan, June 7-9, 1993). Report.
PUB DATE- Jun 93
NOTE- 110p.; Illustrations contain small and broken print.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Basic Education; *Adult Literacy; Basic Skills; Developing Nations; Foreign Countries; *Literacy Education; *Material Development; *Reading Materials; *Rural Areas; Rural Education; Rural Population
IDENTIFIERS- *Asia Pacific Region; Bhutan; Thailand; Vietnam

This publication provides the final report of a planning meeting to discuss literacy programs of the Asia/Pacific Cultural Center for UNESCO (ACCU) to be carried out under regional cooperation and other materials from the meeting. The final report describes the purpose of the meeting and summarizes these presentations: opening addresses, reports, presentation and evaluation of newly produced Asian/Pacific Joint Production (AJP) Program of Materials for Neo-Literates in Rural Areas materials, suggestions for improvements and adoption of new converting LAI raw scores to normalized t-scores with standard errors of measurement (SEM); a table converting normalized LEI scores to normalized t-scores with SEM; and formulas for predicting leadership performance from the average score of all LAI attributes. (MN)

ED 374 338   CE 067 318

Berry, Beverley
Job Satisfaction of Nurse Educators in a Collaborative Baccalaureate Nursing Program in Western Canada.
PUB DATE- 94
NOTE- 200p.; Master of Education Thesis, University of Manitoba.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Bachelors Degrees; *Cooperative Programs; Coordination; Developed Nations; Educational Cooperation; Educational Research; Education Work Relationship; Foreign Countries; Higher Education; Institutional Cooperation; *Job Satisfaction; *Nursing Education; *Teacher Attitudes; Teaching Conditions; *Teaching Hospitals; Universities
IDENTIFIERS- *Manitoba; *Nurse Educators

A study identified the factors that influenced the job satisfaction of nurse educators involved in a change to a collaborative baccalaureate nursing program in the province of Manitoba, Canada. The total population of nurse educators from both hospital-based and university-based institutions (n=42) was surveyed. Data were collected using an investigator-designed questionnaire and the Work Environment Scale. Descriptive statistics were used to present the characteristics and associations; independent t-tests measured the differences between group means. Educators in the collaborative baccalaureate nursing program in Manitoba had a positive perception of the organizational climate and identified an increased level of job satisfaction. Respondents expressed concerns about equity between groups in relation to workload, employment benefits, role expectations, and power in decision making. Hospital-based faculty stressed job security, and university-based faculty emphasized a desire for improved peer relationships and supportive leadership. Improving communication mechanisms was identified as a way to expedite joint planning, foster understanding and respect, and enhance perceptions of equity. Recommendations based on the results were made for nursing leaders, political and postsecondary leaders, and health and education researchers. (Appendixes include 126 references, instruments, and correspondence.) (YLB)

ED 374 339   CE 067 320

Gadsden, Vivian L.
Understanding Family Literacy: Conceptual Issues Facing the Field.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 94
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Basic Education; *Educational Practices; *Educational Principles; *Family Programs; *Intergenerational Programs; *Literacy Education; Literature Reviews; *Program Development; Research Projects

development and improvement of transition strategies for students participating in volunteer literacy and adult education programs. Chapter 1 summarizes the draft report on transitions that was written in preparation for the May 1994 national conference "Transitions: Building Better Partnerships between Literacy Volunteer and Adult Education Programs." Presented in chapter 2 are summaries of the following background papers presented at the conference: "Technology as an Instructional Strategy for Program Transitions" (Eunice N. Askov, Barbara H. Van Horn); "Setting Up Transitional Programs through Effective Collaboration: A Practitioner's Point of View" (Carol Clymer-Spradling); "Learner Portfolios to Support Transitions in Adult Education" (Jane Braunger, Sylvia Hart-Landsberg, Stephen Reder); "Strategies for Building Collaborative Relationships and Articulated Programs" (Judith Alamprese). Chapter 3 reports on the following conference activities: National Adult Literacy Survey preconference, opening plenary, workshops, keynote address, strategic agenda setting, strategic design session, report out session, and closing. Presented in chapter 4 are various strategic planning materials, including guiding questions and exercises in developing a vision. (MN)

ED 374 357   CG 025 441

Davidow, Joseph R.
A Seven Step Problem-Solving Method for School Psychologists.
PUB DATE- Aug 94
NOTE- 33p.; Paper presented at the Annual Meeting of the National Association of School Psychologists (26th, Seattle, WA, March 4-5, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Change; *Change Strategies; Consultation Programs; Educational Psychology; Elementary Secondary Education; *Intervention; *Psychological Services; Psychology; Resistance to Change; *School Psychologists; Schools
IDENTIFIERS- Lewins Field Theory

School psychologists must become better acquainted with basic principles of applying and communicating psychological interventions if they are to be accepted in the school setting. Psychological interventions are often ignored or improperly applied by school staff and parents, who perceive them as difficult, of little value, or inappropriate for a particular school setting. Thus it becomes the burden of the psychologist to communicate complex ideas and expected outcomes. School psychologists need to understand how change occurs in complex settings, how to find professional literature that deals with change, and how to incorporate these ideas and techniques into the actual practice of psychology in the school. Delivery of psychological services in schools is suggested as a series of steps: (1) define and clarify the problem; (2) analyze the forces impinging on the problem; (3) discuss alternative strategies; (4) evaluate and choose among alternative strategies; (5) specify consultee and consultant responsibilities; (6) implement the chosen strategy; and (7) evaluate the effectiveness of the intervention. Actual problem solving rarely follows discrete steps, and communication (genuineness, listening and encouraging consultee grantors who have rejected a proposal and to resubmit the modified application. (MSF)

ED 374 377   CG 025 655

Argyris, Pamela; And Others
Improving Conflict Resolution Skills of Primary Students through Curriculum Adaptation and Teacher Interventions.
PUB DATE- Apr 94
NOTE- 83p.; M.A. Thesis, Saint Xavier University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Aggression; Antisocial Behavior; *Conflict Resolution; Cooperative Learning; Group Activities; Interpersonal Communication; *Interpersonal Competence; *Primary Education; *Problem Solving; Questionnaires; *Self Esteem; Social Cognition; Social Problems; Surveys; *Units of Study
IDENTIFIERS- Peace Education

This report describes a program for improving social and conflict resolution skills of primary students in three middle class suburban schools located in a northwest suburb of Chicago, Illinois. This program was recognized by teaching staff who found students lacking in social skills, problem solving strategies and the ability to solve conflicts. Teacher observation and teacher/student surveys confirmed the problem. Analysis of the probable cause data revealed that students demonstrate inappropriate (negative) skills for resolving their own conflicts, and that this lack of skill may come from socioeconomic background, exposure to violence, poor family relations, poor self-esteem and a lack of knowledge of alternative solutions. A combination of solution strategies suggested by research, teacher experience and collegial support resulted in the following interventions: (1) provide lessons on self-esteem; (2) utilize conflict resolution techniques through literature and role playing; and (3) adapt the life skills unit. The outcome of this Action Research Project was that students exhibited an increase in their ability to recognize and resolve conflict by utilizing appropriate resolution strategies. (Author)

ED 374 378   CG 025 665

Niebrugge, Kathryn M.
Burnout and Job Dissatisfaction among Practicing School Psychologists in Illinois.
PUB DATE- 94
NOTE- 31p.; Paper presented at the Annual Meeting of the National Association of School Psychologists (26th, Seattle, WA, March 4-5, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Burnout; Elementary Secondary Education; *Emotional Response; Job Satisfaction; Leadership; Morale; Motivation; Negative Attitudes; Organizational Climate; Persistence; *Psychological Patterns; *School Counselors; *School Psychologists; Self Esteem; *Stress Variables; Student Personnel Workers; Supervisors; Time Management
IDENTIFIERS- Illinois; Stress (Biological)

Job burnout is a condition observed in recent years among a wide variety of helping professions. In this study, burnout was

IDENTIFIERS- New Teachers; Pennsylvania (Philadelphia); Teacher Beliefs Study

Third of a 4-part longitudinal study examining the unfolding reading cognition of novice teachers, a study focused on seven teachers during their first year of teaching in elementary schools in the Philadelphia metropolitan area. The teachers' reading beliefs and practices were identified using a variety of approaches including lesson plan review, informal discussions and a video or audio tape of classroom lessons or activities that the teacher felt exemplified his/her reading beliefs and practices. For five of the seven teachers, stated reading beliefs and actual practices were quite similar. Another teacher indicated that her current understanding of the reading process was "probably very warped" due to the context she found herself in as a teacher in an inner city school with limited resources. The other indicated that he did not have a reading philosophy because he had not been involved in the selection of the new reading program due to a change in position. The teachers also employed various aspects of the model developed as part of their preservice program to guide their decisions. Those teachers who viewed reading as a complex communication process with emphasis on meaning continued to do so, and the two teachers who viewed reading more as a process of decoding symbols continued to hold to this belief. (Contains 13 references.) (RS)

ED 374 398 CS 011 827

Woodward, Helen

Negotiated Evaluation: Involving Children and Parents in the Process.

PUB DATE- 94

NOTE- 98p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Case Studies; Classroom Communication; *Classroom Techniques; Elementary Education; Foreign Countries; *Holistic Evaluation; *Language Arts; Models; *Parent Participation; *Student Evaluation; Student Needs; *Teacher Role; Theory Practice Relationship

IDENTIFIERS- Australia; *Negotiated Evaluation

Based on the idea that assessment and evaluation have become major concerns in elementary education, this book offers a solution for involving both children and parents in the processes of evaluation. Arguing for a program known as "negotiated evaluation," the book gives practical suggestions for implementing the program; looks at classroom organization; discusses parent interviews and reporting to parents; and considers the role of continual observation and evaluation in the day-to-day practices of the classroom. The book discusses how to enhance each child's development, how to help parents develop an understanding of their children's progress, and how to develop an appreciation of each child's needs. After a general introduction, chapter 1 presents the origins of negotiated evaluation, which takes as its model literacy evaluation in Australia. Chapter 2 outlines the model (pointing out that quantitative evaluation does not work in the primary classroom because "literacy is not a single, monolithic entity which can be represented numerically"). Chapters 3, 4, and 5 discuss, respectively, the teacher's role, parent involvement, and the children's role. Chapter 6 discusses interpretation of evaluation data, and chapter 7 presents a case study of one

Jails in Indiana. (TB)

ED 374 418 CS 214 311

Blumenthal, Anna; Hildenbrand, Joan
Tone and Role: From "Participant" Stance to the "Spectator" Stance in the Writing of African American College Composition Students.
PUB DATE- Dec 93
NOTE- 18p.; Paper presented at the Annual Meeting of the Modern Language Association (Toronto, Ontario, Canada, December 27-30, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Audience Awareness; Black Culture; *Black Students; Case Studies; *Cultural Context; Higher Education; High Schools; High School Students; *Letters (Correspondence); Undergraduate Students; *Writing Instruction; *Writing Processes; Writing Strategies
IDENTIFIERS- *African Americans; Role Shift; *Writing Style

An unconventional writing activity like correspondence between students can, under favorable social circumstances, encourage some college composition students to discover and employ literate, or decontextualized, writing strategies. The African American student will often write, to borrow James Britton's terms, from the standpoint of the "participant" rather than the "spectator"; that is, he or she will write in an immediate, choppy style, without due regard for the reader, rather than in a more complex syntactical structure intended to make reading easier for his or her reader. A study of 12 college writers at a historically Black college exchanging letters with high school students of the same race and socio-economic background showed that students moved naturally from the participant stance to the spectator stance under the right conditions. The participants in the study broke down into basically two groups: those who experimented with the social roles they adopted in their letter writing and those who did not. The former group moved gradually toward the spectator stance regardless of the quality of their relationship with their correspondent. The latter group, however, moved toward the spectator stance only to the extent that their relationship with their correspondent remained positive. A case study of one student suggests further that for at least some students experimentation with social roles helps them move toward the spectator stance. (Contains two tables, two graphs, and copies of student letters.) (TB)

ED 374 419 CS 214 438

Agnew, Eleanor
A More Favorable Context: What Former Basic Writers Report about Writing on the Job.
PUB DATE- Mar 92
NOTE- 30p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (43rd, Cincinnati, OH, March 19-21, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; Audience Awareness; *Basic Writing; Higher Education; Job Skills; *Writing Achievement; *Writing

NOTE- 51p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (77th, Atlanta, GA, August 10-13, 1994).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; *Cultural Awareness; Educational Research; *Ethnic Relations; Ethnic Stereotypes; Higher Education; *Journalism Education; *Mass Media; Multicultural Education; National Surveys; Racial Relations; Undergraduate Students
IDENTIFIERS- *Cultural Sensitivity

A study examined what journalism and mass communication programs have done to prepare students to understand and relate to a multicultural, multiethnic, multiracial and otherwise diverse society. Responses to a 34-question survey were returned by administrators of 216 undergraduate journalism/mass communication programs listed in the 1992-93 Journalism/Mass Communication Directory (for a response rate of 55%). Results indicated that (1) most programs were doing a variety of things to increase cultural sensitivity and educate students about biases and stereotypes; (2) faculty at most schools were scrutinizing their curriculum in regard to minority components; (3) most administrators thought their program was having some success in sensitizing their students to racial stereotypes and biases; (4) nearly three-quarters of the courses on the media and minorities were put into place during the 5-year period prior to the survey; and (5) variables important to the development of a multicultural curriculum appear to be the size of the program, number of minorities other than Afro-Americans, and size of the institution. Findings suggest that the accreditation Standard 12 has been somewhat successful in its goal of improving multiethnic and multiracial components of the curriculum. (Contains 48 references, four notes, and eight tables of data.) (RS)

ED 374 437 CS 214 510

Janda, Mary Ann
Resistance, Receptivity, and Evolving Literacy.
PUB DATE- Mar 94
NOTE- 7p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (45th, Nashville, TN, March 16-19, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Classroom Techniques; Higher Education; *Teacher Role; Undergraduate Students; *Writing (Composition); *Writing Exercises; *Writing Instruction
IDENTIFIERS- Purpose (Composition); *Self Directed Questioning; Writing Tasks

A question which is essential to writing is--"What am I doing?" The writer and the writing continually adjust to maintain a balance with the exigencies of the task. The question launches the writer into text by forcing a definition of the subject, situation, audience, and other such practical matters. The question, however, also pulls the writer out of the text to a position of self-examination and self-questioning essential to the communicative act. It makes possible a kind of out-of-body experience for the writer in which he or she examines the self in the act of writing in a way that at one time effaces and

ED 374 454 CS 214 530

Tighe, Mary Ann
Multicultural Literature: What Is It and How and Why Are We Teaching It?
PUB DATE- Mar 94
NOTE- 12p.; Paper presented at the Annual Spring Conference of the National Council of Teachers of English (Portland, OR, March 10-12, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Attitude Measures; Cultural Differences; Educational Trends; Elementary Secondary Education; Higher Education; Language Arts; *Literature Appreciation; *Multicultural Education; State Regulation; *Teacher Attitudes
IDENTIFIERS- *Alabama; Teacher Surveys

In the wake of Alabama's new rules requiring multicultural education in teacher education programs, a study examined whether multicultural literature was actually being taught in all levels of education in the state, how it was being taught, and who was teaching it. The study covered English language arts classes throughout Alabama in levels K through college. Its central component was a 35-question survey (mostly multiple choice) mailed to about 669 teachers. Responses, which were amazingly similar across the board, were as follows: (1) there is strong consensus as to why multicultural literature should be taught (those reasons are numerous and are listed on an attached chart); (2) most do not believe that multicultural literature needs to be taught by a member of the represented minority group; (3) most have not been prevented from teaching multicultural literature by censorship or curriculum restrictions; (4) most believe multicultural literature increases knowledge of cultures and that students have a positive reaction; (5) most teachers spend from 5-25% of their time on multicultural literature in the classroom. More generally, 83% of the respondents agreed that multicultural literature should be taught because it encourages engagement with other cultures, but only 59% believed it encouraged the development of interpretative and evaluative skills. Further research should address this latter issue of multicultural literature's purpose in the classroom. (Attached are a definition of multiculturalism, a copy of the survey, and a chart summarizing results.) (TB)

ED 374 455 CS 214 531

Herndl, Carl G.
Looking for "Resistance" in All the Wrong Places.
PUB DATE- Jul 94
NOTE- 14p.; Paper presented at the Annual Meeting of the Penn State Conference on Rhetoric and Composition (13th, University Park, PA, July 13-16, 1994). For a related paper, see ED 357 350.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Higher Education; *Rhetoric; Rhetorical Invention; *Rhetorical Theory; *Technical Writing; Writing Attitudes; Writing Processes; *Writing Research; *Writing Strategies

NOTE- 32p.; Paper presented at the Annual Sooner Communications Conference (4th, Norman, OK, April 3, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Audience Awareness; Discourse Analysis; Federal Government; *Health Education; *Information Dissemination; *Mass Media Role; Media Research; Public Health; Rhetorical Criticism
IDENTIFIERS- Health Communication; Message Distortion; *Public Service Advertising; *Public Service Campaigns

To address a need for increased discussion of the dangers of Acquired Immune Deficiency Syndrome (AIDS) and an increased educative effort to prevent people from acquiring HIV infection, a study investigated one element of an AIDS campaign of the past: the "America Responds to AIDS" television and radio public service announcements (PSAs). Taking into account the political climate in which the PSAs were produced, 22 English-language television PSAs and 22 English-language radio PSAs were examined using traditional rhetorical analysis (characterizations, verbiage, tone, etc.) and a textualist approach (establishment of enabled and disabled powers, individuals, and phenomena as identified through the discourse). Analysis showed that "America Responds to AIDS" PSAs produced between 1987 and 1992 supported conservative philosophies by stereotyping male carriers and female victims, using inexplicit terminology, employing fear appeals, blocking access to helpful information with a government gatekeeper, and empowering AIDS as a social rather than a medical problem. The PSAs supported traditional family and social relationships, denied homosexuals and other disenfranchised groups a voice in the fight against the disease, and failed to address specific behavioral changes which are needed if the spread of HIV infection and AIDS are to be controlled. Findings suggest that if the government hopes to educate people about the issues surrounding AIDS and its consequences to society, it needs to examine past mistakes and see that they are not repeated. (Includes one table of data; contains 50 references.) (NKA)

ED 374 473 CS 508 677

Clegg, Stewart
Power, Narrative and Democracy in Social Theory.
PUB DATE- Jul 94
NOTE- 32p.; Paper presented at the Annual Meeting of the International Communication Association (44th, Sydney, New South Wales, Australia, July 11-15, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Democracy; *Discourse Modes; Foreign Countries; Higher Education; Intellectual History; Marxism; Models; *Political Power; *Politics; *Power Structure; Social Theories

This paper conceives of a model of democracy that is tied up with narrative practices, and demonstrates how the initially democratic and radical auspices of one scholar's critique developed into a form of theory that was profoundly undemocratic in its narrative. The paper notes that the contemporary debate about power derives from a series of debates that occurred in the context of different models of democracy in the early 1960s, and that the most theoretically incisive contribution was S. Lukes' innovation of a "radical

ED 374 492 CS 508 703

Murphy, Thomas J.; Snyder, Kenneth
What! I Have To Give a Speech?
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 225p.; Published with Grayson Bernard Publishers.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Audience Awareness; *Communication Apprehension; *Communication Skills; Higher Education; Independent Study; *Public Speaking; Secondary Education; Self Esteem; *Skill Development
IDENTIFIERS- *Communication Strategies; Speaking Style

Noting that fear of public speaking is the most common fear shared by people of all types, this book offers practical, easy-to-follow strategies for confident and effective public speaking. The book discusses the following aspects of public speaking: (1) what to talk about; (2) how to research a topic; (3) how to organize a speech; (4) how to keep an audience interested; (5) when and how to use humor; (6) how to control nerves; (7) how to deal with unexpected disasters; and (8) how to use props and gestures. An appendix adds "Five Surefire Starter Ideas." (NKA)

ED 374 493 CS 508 704

Thistle, Louise
Dramatizing Aesop's Fables: Creative Scripts for the Elementary Classroom.
PUB DATE- 93
NOTE- 113p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- *Acting; *Class Activities; Cooperative Learning; *Creative Dramatics; Critical Thinking; Elementary Education; Literature Appreciation; Pantomime; *Scripts
IDENTIFIERS- *Aesop Fables; Classics (Literature); Drama in Education

Designed to be used by teachers with varying degrees of dramatic arts experience and by students with limited English proficiency as well as native English speakers, this clear, simple guide familiarizes teachers and children with classic literature through the narrative-mime approach. The guide contains: (1) eight of Aesop's fables adapted and scripted for classroom dramatization; (2) 27 additional fables with instructions for adapting them (or any piece of literature) for dramatization; (3) ways to implement three simple principles of good acting: believing, control, and voice and movement; (4) critical thinking questions for each story; (5) suggestions for further reading, writing, and research projects, and art and drama activities to accompany each fable; and (6) an annotated bibliography of fables, picture books, and related books on creative dramatics. (NKA)

community in site-based decision making. This paper examines the operations and activities of faculty senates, which are composed of all full-time educators in each school, for the years 1990-91, 1991-92, and 1992-93. A survey administered to delegates who attended the 1991, 1992, and 1993 West Virginia Education Association Delegate Assemblies yielded 176, 129, and 212 responses, respectively, an approximate 75 percent compliance rate. Respondents indicated increasing faculty involvement in school-based decision making; however, they expressed declining support for decisions and less satisfaction with senate operations within the 3-year period. They most frequently mentioned the need for training, role clarification, and greater support from the school and district administrations. Eight tables are included. (LMI)

ED 374 512   EA 026 086

Snyder, Karolyn J.; And Others
Organizational Development in Transition: The Schooling Perspective.
PUB DATE- Apr 94
NOTE- 50p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Educational Change; *Educational Environment; Elementary Secondary Education; *Institutional Environment; *Organizational Climate; *Organizational Development; Participative Decision Making; Productivity; Teacher Administrator Relationship; *Total Quality Management; *Work Environment

This paper presents the initial findings of a comprehensive 28-school multi-site case study, which sought to identify patterns in schools that are changing bureaucratic work patterns to those found in quality-management systems. The schools are located in Florida, Virginia, Minnesota, and Louisiana; all are led by principals who are trainers in the Managing Productive Schools (MPS) training program. Data were derived from interviews with the 28 principals and from two surveys of all staff at 25 schools (N=1,235). Findings indicate that principals utilized visionary leadership, strategic planning processes, and a systems approach. They also sought new ways to gather information and focused on continual improvement and human resource development. In the highest performing schools, the four subscales of planning, staff development, program development, and assessment tended to function more interdependently. The more mature working cultures were characterized by participative decision making, clear communication, and support for teaching innovations and teacher teams. The less mature schools displayed autocratic decision making and fragmented communication. Teachers in less mature schools lacked financial support and recognition, felt isolated, and worked in a disciplinary context. A conclusion is that developing a common focus and shared vision of success for all students takes time. It requires innovative, nurturing leadership. Five tables and three figures are included. Contains 26 references. (LMI)

ED 374 513   EA 026 087

Giles, Corrie

Efficiency; Elementary Secondary Education; Expenditures; *Income; *Property Taxes; Public Schools; School Districts; *School District Spending; School Funds; Tax Effort
IDENTIFIERS- *Cleveland Public Schools OH

This paper describes ways in which the public school district can cut costs, similar to those utilized by the private sector in a shrinking economy. One strategy is to generate new revenue and protect old revenue from erosion through "ad valorem" taxation of real property. Between appraisal years, schools districts can actively seek out undervalued commercial property and challenge its valuation and thereby obtain additional operating revenue. This process, under way in Cleveland, Ohio, annually nets the Cleveland School District about one to two million dollars in new revenue. A second cost-cutting strategy is to make legal challenges to state funding of education. This approach bypasses the need for voter approval, but involves time, expense, and conflict with the state legislature. The third strategy is to treat gas and electricity (utilities) as commodities. In its contract with the Public Utility Commission of Ohio (PUCO), the Cleveland School District pays 21 percent less for electricity. Appendices contain a copy of one of two complaints challenging the funding of public education in Ohio and a copy of the complaint before PUCO. (LMI)

ED 374 532 EA 026 106

A Summary of Selected Nationwide School Bus Crash Statistics in 1989. Technical Report.
PUB DATE- May 91
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accidents; *Bus Transportation; Death; Elementary Secondary Education; *School Buses; Service Vehicles; *Student Transportation; *Traffic Accidents; Transportation

This document provides a summary of selected school bus crash statistics for 1989. Information was obtained from the following data sources: the Fatal Accident Reporting System (FARS), the General Estimates System (GES), and the School Bus Fleet Annual Fact Book. The data are organized into four sections: (1) a summary of national and selected state use statistics; (2) a summary of the total school-bus accidents reported to police in 1989; (3) a profile of fatal school bus accidents; and (4) statistical information on fatalities. When available, data are provided for three types of vehicles--school buses, school vehicles, and private buses. The data for 1989 indicate that school transportation-related fatalities continue to represent only a small portion of total motor vehicle-related deaths. Of the 45,555 motor vehicle related fatalities occurring in 1989, only 33 involved occupants of vehicles used to provide transportation for these purposes. There is no evidence to suggest that either the character or magnitude of crashes involving school buses, private buses, or school vehicles changed significantly in 1989 when compared to their experience over the time period 1977-1989. School-related transportation continues to remain a very safe form of ground transportation. Twenty tables are included. (LMI)

ED 374 533 EA 026 108

Corporate Support of Education, 1992.
PUB DATE- 93
NOTE- 21p.

Cycle I project directors. They identified the following major tasks involved with implementing Re:Learning: (1) providing leadership and a management structure; (2) building understanding, involvement, and commitment; (3) deciding on a focus and engaging in planning, development, and implementation; and (4) dealing with potential concerns and barriers. Three figures are included. The appendix contains resources provided by Cycle I schools. (LMI)

ED 374 553   EA 026 131

Progress Report on Restructuring Progress in Four Maryland Middle Schools: An RBS Report on Progress during 1991/92.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 92
NOTE- 77p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Change; Intermediate Grades; Junior High Schools; *Middle Schools; Partnerships in Education; *School Restructuring; *State Programs; Student Attitudes; Student Role; Teacher Attitudes; Teacher Role; Teacher Student Relationship
IDENTIFIERS- *Maryland

Four Maryland middle schools, the Maryland State Department of Education (MSDE), and the Carnegie Corporation are collaborating to develop models of early adolescent education that: (1) improve overall student and school performance; (2) coordinate comprehensive service delivery to students requiring such care; (3) stimulate collaborative development of appropriate instructional programs; (4) actively promote educational success for special student populations; and (5) institute systematic professional development opportunities for adults. This paper describes the progress made by program participants during the 1991-92 school year. The three-stage research process involved: (1) interviews with 64 students and observations of 44 classrooms conducted in spring 1992; (2) informal followup interviews with 46 teachers, 7 administrators, 8 support staff, and 2 parents in fall 1992; and (3) document analysis. The data identified three indicators of a shared vision of student success: a shared vision that is locally determined and based on research and experience; students who view themselves as active learners; and intensive, open dialogue across all levels. In summary, systemic restructuring takes considerable time, energy, and courage on the part of everyone. It is also an inherently messy process. If substantial, systemic change is to occur, all key stakeholder groups must be engaged in a very time-consuming process. (LMI)

ED 374 554   EA 026 132

Wilson, Bruce L.; And Others
Maryland's Graduation Requirements: Local Effects of Policy Reform.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 91
NOTE- 305p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test,

(LMI)

ED 374 572 EA 026 159

Banks, Karen E.
Assessment's Conflicting Purposes, Conflicting Politics: Impact on Local School Systems.
PUB DATE- Apr 94
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Accountability; Educational Assessment; *Educational Policy; Elementary Secondary Education; Local Issues; *Political Influences; Public Schools; *School Districts; *Standardized Tests; State School District Relationship; *State Standards
IDENTIFIERS- Wake County Public School System NC

This paper examines political influences on assessment programs and their effects on local school systems. Specifically, it describes North Carolina's political climate and examines the impact of political influences on educational assessment in the state. The political climate in North Carolina has produced a plethora of state-mandated tests, some of which include the End-of-Grade (EOG) Test; Writing Assessment; and the High School End-of-Grade Test in algebra or geometry. Problems with the testing system are described in detail. Clearly, the purpose of local assessments--to improve instruction--may differ from the purposes of externally mandated assessments. To reduce conflicts with state policy makers, local educators are advised to: (1) maintain their own professional integrity; (2) organize to voice concerns; (3) make noise; and (4) deemphasize the importance of test scores. State officials can help by including more teachers and local education staff in developing report formats and test frameworks and ensuring that tests accurately measure expectations for student performance. Ideally, future state and national assessments will be based on what is best for students and teachers. Six exhibits are included. The appendix contains a review of research that explored the effects of accountability efforts on instruction. (LMI)

ED 374 573 EA 026 160

Stein, Nan
Sexual Harassment and Molestation in Education.
PUB DATE- Nov 93
NOTE- 8p.; Paper presented at the Annual Meeting of the National Organization on Legal Problems of Education (Philadelphia, PA, November 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Educational Environment; Elementary Secondary Education; Females; *Legal Responsibility; Rape; School Safety; *School Security; *Sexual Harassment; *Victims of Crime; *Violence

Sexual harassment in schools is a public event, which means that there are witnesses, bystanders, and spectators to many of these occurrences. This paper argues that because sexual

Convention of the Council for Exceptional Children (72nd, Denver, CO, April 6-10, 1994).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- *Court Litigation; *Disabilities; *Educational Legislation; Elementary Secondary Education; *Federal Legislation; Legal Responsibility; *Mainstreaming

IDENTIFIERS- Inclusive Schools; *Individuals with Disabilities Education Act

Because the Supreme Court has not interpreted a case pertaining to the least restrictive environment (LRE) mandate of the Individuals with Disabilities Education Act (IDEA), Supreme Court cases interpreting the Act's other requirements guide any analysis of LRE. In addition, federal appellate court decisions related specifically to LRE are considered persuasive in LRE litigation. The IDEA leaves decisions regarding what is a free appropriate public education up to the members of the multidisciplinary team and declines to require execution of services to a "maximum" standard. On the other hand, the IDEA requirements for LRE do require execution of LRE to the maximum extent. Issues in IDEA cases include the Act's preference for mainstreaming, placement of the burden of proof, and interpretation of least restrictive environment. Specific cases that have interpreted IDEA's least restrictive environment requirement include Daniel R. R. versus State Board of Education (1989); Greer versus Rome City School District (1991); Board of Education, Sacramento City Unified School District versus Holland (1992); and Oberti versus Board of Education (1993). In summary, the federal appellate courts have recognized the following factors when making placement decisions for a child with disabilities: educational and noneducational benefits, effects of the presence of the child on the regular class, the costs of supplementary aids and services, and the extent of the modifications necessary. (Contains 13 references.) (JDD)

ED 374 592 EC 303 312

Dietrich, Amy P.; Kelly, Susan M.

Academic Coping Skills and College Expectations of Learning Disabled High School Students.

PUB DATE- 10 Nov 93

NOTE- 16p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 10, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)

DESCRIPTORS- *Adaptive Behavior (of Disabled); *College Bound Students; College Students; *Coping; Higher Education; High Schools; *High School Students; *Learning Disabilities; Student Personnel Services; *Study Skills

This study assessed the level of academic coping skills being employed by 59 college-bound high school students with learning disabilities (LD), assessed the college-related expectations of these students, and compared these skills and expectations with those identified as essential by successful college students with learning disabilities. Administration of a high school modification of the College Student Experience Questionnaire and another questionnaire revealed that: (1) approximately 85 percent of the students expected to use at least one type of institutional quality during the closure process. The liaison officer helped people from the community and institution to "get to know each other," in order to facilitate community placements by improving relationships between the community and institutional staff. Primary strategies for facilitating changes included: finding the window of opportunity, building trust and sharing expertise between the community and institutional system, reinvigorating the internal process by building on the knowledge and skills of institutional staff, shifting the attention of the area agencies to the people left in the institution, and focusing on individuals. Other critical issues included finances, the advantages of not having a formal closure plan, working with parents, developing individualized placements, and developing a capacity to make compromises and solve problems. (JDD)

ED 374 610 EC 303 332

Racino, Julie Ann
A Qualitative Study of Self Advocacy and Guardianship: Views from New Hampshire.
PUB DATE- 93
NOTE- 32p.; For related documents, see EC 303 329-331 and ED 355 735.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Advocacy; Caregiver Role; Case Studies; *Developmental Disabilities; Qualitative Research; *Self Actualization; Self Determination; *Self Help Programs
IDENTIFIERS- *Guardianship; New Hampshire; *Self Advocacy

This qualitative research case study includes a brief overview of the status and development of self-advocacy in New Hampshire, describes the state's guardianship program, and highlights areas of concern to people with disabilities. Self-advocacy is described as having three primary components: (1) enabling people with developmental disabilities to speak for themselves; (2) joining together with others to achieve systems changes through advocacy strategies; and (3) sharing social and personal support offered by local self advocacy groups. The desired outcomes of self-advocacy are listed a marriage and family, jobs one likes to do with good pay, a "dream" career, a comfortable place to live, freedom to come and go, housing, adult education, results on individual services plans, clothes and equipment, and transportation. The study describes the role of local self-advocacy groups, roles within groups, roles of advisors and supporters, and future issues. (JDD)

ED 374 611 EC 303 333

Kallas, Anmarie, Ed.
Innovation and Development in Special Education: Directory of Current Projects. 1994 Edition.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Innovation and Development.
PUB DATE- 94
NOTE- 207p.; For the previous edition, see ED 350 799.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Behavior Disorders; Computer Software; Cultural Differences; Delivery Systems; *Disabilities; *Educational

bilingual instruction in special education. The project also provided workshops and training activities on consultation and assessment processes and on instructional techniques. Project SHARE provided parents with materials and information to enable them to assist their children at home and offered parents a variety of workshops. Project SHARE met all seven of its staff development objectives and all three of its parental involvement objectives. It did not meet its ESL objective or its objectives for the mastery of English, Spanish, and social skills. Appendices provide a list of instructional materials, a class schedule, and a staff questionnaire. (JDD)

ED 374 630 EC 303 355

Wolfle, Jane A.; French, Michael P.
Surviving Gifted Attention Deficit Disorder Children in the Classroom.
PUB DATE- Oct 90
NOTE- 26p.; Paper presented at the Annual Conference of the National Association of Gifted Children (Little Rock, AR, October 1990).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Attention Deficit Disorders; Behavior Modification; *Classroom Techniques; Drug Therapy; Elementary Secondary Education; Etiology; *Gifted Disabled; *Hyperactivity; Intervention; Self Management; *Student Characteristics
IDENTIFIERS- Behavior Management

This paper examines characteristics of a typical 6-year-old and characteristics of attention deficit hyperactivity disorder (ADHD), including distractibility, impulsiveness, inattention, and hyperactivity. The occurrence of ADHD in gifted students is discussed. Possible causes of ADHD are noted. The 5 "M" program of treatment is presented, which involves: (1) medication with stimulants to help the student pay attention; (2) management using behavior modification techniques, which included acknowledging adherence to classroom rules, teaching self-monitoring of behavior, allowing children to help design classroom rules, and using rewards and punishments to reinforce rules; (3) modification of the classroom environment to meet student needs; (4) modeling appropriate behavior; and (5) mothering (and fathering, too!), which calls for unconditional love and acceptance of the child, as ADHD children must perceive that they are loved if they are to accept themselves. The paper concludes that through steady support and management, the gifted ADHD child is not only teachable, but can provide a great deal of positive stimulation to the classroom environment. (JDD)

ED 374 631 EC 303 356

Anderman, Eric M.; And Others
The Zone of Proximal Development as the Context for Motivation.
PUB DATE- Apr 93
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

Library use instruction designed specifically for limited-English-proficient (LEP) students is discussed briefly and library skill activities used with this population at Union County College (New Jersey) are described. It is noted that many students from other countries have had little or no exposure to libraries because of either limited schooling or the more limited role that libraries play in education in many countries. Typical college-level library orientation lectures may be inappropriate for LEP students, and even alphabetization may be unfamiliar. Close collaboration of English-as-a-Second-Language (ESL) instructors and library professionals is recommended. Activities used at Union County College are divided into three broad language proficiency levels. At the lowest level, card catalog organization lessons, handouts in different languages on the Dewey decimal system, and use of public libraries is recommended. At the intermediate level, encyclopedias are used to provide practice in skimming and note-taking, use of periodical indexes is taught, and regular newspaper of magazine reading is often required. Advanced students summarize their weekly articles, use computers more, study research strategies, and often have segmented assignments to learn more complex research procedures. A brief list of references is provided. (MSE)

ED 374 650 FL 022 168

Mizuno, Mitsuharu
Cohesion and Discourse Deixis on English Articles.
PUB DATE- 93
NOTE- 23p.; Paper presented at the British Council Applied Linguistics Conference (Tokyo, Japan, November 14-15, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Journal Articles (080),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cohesion (Written Composition); Computer Assisted Instruction; *Determiners (Languages); Discourse Analysis; *English (Second Language); Foreign Countries; Japanese; Language Research; Pragmatics; *Second Language Instruction; Second Language Learning; *Sentence Structure; *Syntax; *Teaching Methods

The purpose of this paper is to describe the function of English articles in a functional-pragmatic perspective, to clarify how the functions of the articles are reflected in the discourse, and to give some pedagogical implications for teaching English as a foreign language (EFL). Deixis is a grammatical category involving reference to characteristics of the situation where an utterance takes place; also referred to as "indexicality." The use of English articles is deeply connected with the way cognition is acquired. Articles in English function as old and new information markers in certain contexts, with the definite article used for old information and the indefinite article used to introduce new information. A text-mapping system based on an analysis of cohesion is described that can serve as an important tool in teaching Japanese students the use of the definite article in English. Used in conjunction with a computer text editor, this system has the advantage of presenting cohesive relations in a highly visible way. (Contains 30 references.) (MDM)

ED 374 651 FL 022 169

Mizuno, Mitsuharu

intended for practitioners and students in special education, speech-language pathology, and psychology. The essays are as follows: "Communicative Behaviour in the Least Restrictive Environment" (Ken Linfoot); "Play as an Assessment and Intervention Strategy for Children with Language and Intellectual Disabilities" (Nancy Butterfield); "Requesting Behaviours of Preschool Children with Mild Developmental Disabilities" (Diana Messervy); "Selection of Initial Vocabularies for Use in Manual Sign Language Programs" (Kathleen Dice); "Functional Communication and the Role of Context" (Ken Linfoot); "The Use of a Synthetic Speech Output Communication Aid with a Youth Having a Severe Developmental Disability" (Sue Healy); "Communication Instruction in the 1990s: An Overview of Future Directions" (Michael Arthur); and "Enhancing Communication in Functional Settings: Putting Research Into Practice" (Nancy Butterfield, Ken Linfoot, Michael Arthur). (MSE)

ED 374 672 FL 022 432

Clark, Eve V.
The Lexicon in Acquisition. Cambridge Studies in Linguistics 65.
PUB DATE- 93
NOTE- 318p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Books (010)
DESCRIPTORS- Case Studies; *Child Language; Difficulty Level; English; Foreign Countries; German; Innovation; *Language Acquisition; *Language Patterns; Language Research; *Learning Processes; Linguistic Theory; Morphology (Languages); Pragmatics; Romance Languages; *Vocabulary; *Vocabulary Development

A discussion of language acquisition assumes that lexicon plays a central role, and that the principles of conventionality and contrast are also essential. It examines the hypotheses children draw on about possible word meanings and how they map their meanings into forms. This process begins with children's emerging knowledge of conventional words and their meanings, then proceeds to their growing knowledge of word structure as reflected in their formation of new words, showing that children learning different languages follow similar patterns as they learn about words and word structure. The book emphasizes the principles children rely on as they analyze complex word forms: transparency of meaning; simplicity of form; and productivity. Examples are drawn from children's innovations, in a variety of languages, in these functional areas: words for things, words for agents and instruments, words for actions, and words for undoing actions. (MSE)

ED 374 673 FL 022 438

Blake, Barry J.
Case.
PUB DATE- 94
NOTE- 246p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Books (010)
DESCRIPTORS- Adjectives; *Case (Grammar); Descriptive Linguistics; Foreign Countries; *Form Classes (Languages); *Language Patterns; Languages; Linguistic Theory; Morphology (Languages); *Nouns; Phonology; Structural Analysis (Linguistics); Uncommonly Taught Languages

accreditation. Several problems were identified: funding, maintaining the voluntary commitment and motivation of group members, lack of permanent premises, and lack of facilities. (Appendixes include the daytime education groups, listed alphabetically by county, and questionnaire.) (YLB)

ED 374 221 CE 067 115

Brain, Gill, Ed.
Managing & Developing People.
PUB DATE- 94
NOTE- 115p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - General (020),Books (010)
DESCRIPTORS- *Colleges; Educational Change; Faculty Evaluation; Faculty Recruitment; Foreign Countries; *Human Resources; *Labor Force Development; *Personnel Management; Personnel Selection; Postsecondary Education; Rewards; Strategic Planning; Technical Institutes; Vocational Education
IDENTIFIERS- Great Britain

This book presents ideas about and approaches to human resource management (HRM) in British further education (FE) colleges. Introductory material includes author biographies and a preface (Brain) on human resource issues in FE. "Investors in People" (Chambers) considers how working toward recognition as an Investor in People (a British National Standard) may support colleges in implementing change. "Total Quality Management" (Gorringe, Anslow) describes total quality and a method for developing quality standards and suggests means of devising and monitoring achievement in relation to quality standards. "Embedding a Professional Development Culture" (Dodson) proposes that existing staff development practices must quickly evolve even further so that a full professional development culture exists in all colleges. "Changing the Culture of Human Resource Development in Colleges" (Gorringe) describes the ways in which all aspects of managing and developing human resources in colleges are undergoing rapid change. "Recruitment and Selection" (Gilchrist) looks at three particular stages: post-identification, attracting interest, and selection and appointment. "Appraisal" (Skitt) emphasizes the important of the process in increasing organizational effectiveness. "For Quality, against Appraisal" (Henry) suggests that appraisal of staff does not add to the quality of a student's learning experience. "Reward Systems and Management" (Brain) addresses rewards as an underused tool for improving motivation and supporting strategic objectives. "HRM in the Next Decade" (Wagstaff) explores three external influences that colleges cannot change but can plan to take advantage of--demographic issues, labor market features, and European legislation. An index is provided. (YLB)

ED 374 222 CE 067 116

Kershaw, Noel
An Unfinished Jigsaw: The 16 Curriculum in the 1990s.
PUB DATE- 94
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Curriculum Development; *Educational Change; *Educational Objectives; Evaluation Methods; Foreign Countries;

suggested resources. Concepts include the following: biological, social, and psychological processes of aging; similarities and differences in the organizational structure and function of congregations and aging agencies; community and congregational programming; community resources; counseling older persons and their families; and policy issues. Section III summarizes the model. Appendixes include selected examples of projects and a sample area agency annual plan. (YLB)

ED 374 241 CE 067 144

Tout, Dave; And Others
An Annotated Bibliography of Workplace Basic Education Resources and Readings.
SPONS. AGENCY- Victoria Education Dept. (Australia).
PUB DATE- Jul 94
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Adult Programs; Annotated Bibliographies; Books; Citations (References); *Educational Resources; Employer Employee Relationship; *Employment Practices; Foreign Countries; *Functional Literacy; Literacy Education; On the Job Training; Periodicals; Vocational Education
IDENTIFIERS- Australia (Victoria); *Workplace Literacy

This annotated bibliography documents the resources collected and held by the Adult Basic Education Resource and Information Service in Victoria, Australia. The resources and readings listed include materials that are related in some way to workplace-based education and training--not only specific workplace materials, but also materials related to employment and vocational education. The bibliography contains two main sections: resources and journal readings. The resources section includes 212 books, reports, pamphlets, and audiovisual materials. This section contains abstracts listed alphabetically by title, followed by an author index that links the title listings and the abstracts. The 214 journal readings are listed in two ways--by title and then by author. These lists include relevant readings collected from Australian and other countries' journals and collections of readings. (KC)

ED 374 242 CE 067 147

Percival, Anne
Practising Theory: A Guide to Becoming an Effective Adult Education Programmer.
PUB DATE- 93
NOTE- 191p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - General (050),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adult Education; Adult Learning; *Adult Students; Andragogy; *College Programs; *Continuing Education; *Educational Practices; Educational Resources; Foreign Countries; Needs Assessment; Nontraditional Education; Professional Development; *Program Development; Program Evaluation; Program Implementation; Teaching Methods
IDENTIFIERS- *Canada

Based on the experiences of teachers of adult continuing education, this manual was developed to introduce adult

Instructional Support Services. Vocational Education Program Courses Standards.
PUB DATE- Jul 94
NOTE- 26p.; Supersedes ED 358 263.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Education; Adult Education; Basic Skills; *Correctional Education; Criminals; *Disabilities; *Disadvantaged; Employment Potential; Individualized Instruction; Institutionalized Persons; Integrated Curriculum; Job Training; Limited English Speaking; Postsecondary Education; Released Time; *Remedial Instruction; Secondary Education; Special Needs Students; Standards; *Vocational Education; *Vocational Evaluation
IDENTIFIERS- Florida

This document contains vocational education program courses standards (curriculum frameworks and student performance standards) for vocational education instructional support services. These services provide an opportunity for individuals with disabilities and disadvantaged persons, including those with limited English proficiency, to receive instruction and services in vocational education on an equal basis with nondisabled and nondisadvantaged persons. Each program course standard is composed of two parts: a curriculum framework and student performance standards. The curriculum framework includes four major sections: major concepts/content, laboratory activities, special notes, and intended outcomes. Student performance standards are listed for each intended outcome. Other information provided is as follows: code number; secondary, college, and/or postsecondary adult vocational credits; applicable level(s); and certification coverage. Program course standards are provided for system for the following areas: applied individualized learning, vocational education for students with disabilities, vocational work evaluation, vocational education for residential youth offenders, and vocational education for adult offenders. (YLB)

ED 374 260 CE 067 183

Thomas, Audrey M.; Buck, Martin P.
Analysis of Integrated Learning Systems and Their Use in Adult Basic Education Programs in British Columbia.
PUB DATE- 94
NOTE- 126p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adult Basic Education; Adult Literacy; *Computer Assisted Instruction; Foreign Countries; *Integrated Learning Systems; Literacy Education; Microcomputers; *Program Effectiveness; Program Evaluation
IDENTIFIERS- *British Columbia

The use of six integrated learning systems (ILS) in adult basic education (ABE) programs in British Columbia was analyzed. The systems studied were as follows: Autoskill, Computer Curriculum Corporation (CCC), Jostens (INVEST), Pathfinder, Principle of the Alphabet Literacy System (PALS), and Programmed Logic for Automatic Teaching Operations (PLATO). Three instruments were developed for interviewing instructors and students using the systems as well as some students who were not using an ILS. Twenty sites were visited across the province. Twenty-one development and placement. The report then provides a list of considerations that serve as a basis for examining some options for creating an effective and efficient infrastructure for adult basic education. Options for providers include the following: (1) develop local consortia; (2) work toward different outcomes; (3) manage services to different groups; and (4) serve populations at different points on a literacy continuum. The report concludes that no options can be implemented effectively until state leadership and action is directed toward the following areas: demonstrating a commitment to collaboration among agencies at the state level; establishing policies about state goals, priorities, and practices; ensuring that shared definitions of literacy and purposes for literacy education are used; promoting collaboration by providing incentives and rewards; and allocating resources based on the roles of the various providers. (KC)

ED 374 278   CE 067 213

Fish, Susan; Sampson, Lynne
ReDirection: Options for Policy and Practice in Adult Literacy in Washington State. Priorities for Service. A Series of Policy Papers for the Adult Education Advisory Council.
PUB DATE- 94
NOTE- 12p.; For other papers in this series, see CE 067 210-214.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Students; Basic Skills; Definitions; Educational Improvement; Educational Needs; *Educational Objectives; Educational Policy; *Literacy Education; *Needs Assessment; *Policy Formation; *State Programs; Student Characteristics; Student Motivation
IDENTIFIERS- *Washington

This policy paper lays the groundwork for policy recommendations by providing information about the level of adult literacy needs and services in Washington State. Analysis of two reports shows a gap between the population in need of literacy services and the current level of services in Washington. In this context, considerations and options for effective and equitable strategies for prioritizing the allocation of resources and services are explored. Policy considerations are as follows: equity, access, participation, state goals, long- and short-term goals, cost, and various other factors. The paper concludes that there are questions to be explored as part of the decision-making process, such as recruiting basic skills students, communicating priorities and determining participant eligibility, making targeting of priority groups consistent with long-term state and national goals, and setting priorities for service without creating inequities. (KC)

ED 374 279   CE 067 214

Fish, Susan; Sampson, Lynne
ReDirection: Options for Policy and Practice in Adult Literacy in Washington State. Effective Practices. A Series of Policy Papers for the Adult Education Advisory Council.
PUB DATE- 94
NOTE- 18p.; For other papers in this series, see CE 067 210-213.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays

of millwright contain a lesson that deals with problem solving using charts and tables. The lesson consists of an objective, instruction, and eight exercises. The objective for the lesson is for the student to learn to use charts to solve problems. The problems found in the 10 exercises accompany the tables in a companion manual, "Reading Charts and Tables. Millwrights." (YLB)

ED 374 300 CE 067 238

Atkinson, Rhonda; And Others
Building Workplace Vocabulary for Millwright: Structural Analysis.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 31 Dec 93
NOTE- 85p.; For documents related to this project, see CE 067 219-251.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; Behavioral Objectives; Building Trades; Learning Activities; Learning Modules; *Literacy Education; *Structural Analysis (Linguistics); Trade and Industrial Education; *Vocabulary Development
IDENTIFIERS- *ABCs of Construction Project; *Millwrights; *Word Attack Skills; Workplace Literacy

Developed as part of the ABCs of Construction National Workplace Literacy Project, this instructional module teaches word attack skills for use in understanding technical terms encountered by persons employed in the occupation of millwright. The following topics are covered: the principles of structural analysis, word parts and their use in determining the meanings of words, the limitations of structural analysis, and steps in using structural analysis. Included in the module are 26 exercises in which students are required to use word attack skills/structural analysis to determine the meanings of technical terms used in materials read by persons employed as millwrights. (MN)

ED 374 301 CE 067 239

Atkinson, Rhonda; And Others
Building Workplace Vocabulary for Millwright: General, Specialized, & Technical Terms.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 31 Dec 93
NOTE- 35p.; For documents related to this project, see CE 067 219-251.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; Behavioral Objectives; *Building Trades; Learning Activities; Learning Modules; *Literacy Education; Trade and Industrial Education; *Vocabulary Development
IDENTIFIERS- *ABCs of Construction Project; *Millwrights; Workplace Literacy

Developed as part of the ABCs of Construction National Workplace Literacy Project, this instructional module teaches general, draft AJP materials, draft plans for personnel training programs, other programs, future plans of ACCU's literacy programs, and closing addresses. An appendix contains the text of these presentations: "Learning Society: A Myth or a Reality" (Sakya); "ACCU's Regional Cooperative Literacy Programs in Asia and the Pacific: Literacy Materials Development and Personnel Training" (Miyamoto); "Bhutan" (country report by Wangdi); "Thailand" (country report by Kaewsaiha); "Vietnam" (country report by Thang); New Drafts for AJP Materials; Draft Plan of 11th Regional Workshop on the Preparation of Literacy Follow-up Materials in Rural Areas; Draft Plan on the Ninth Sending of an International Mobile Team of Experts on Neo-Literate Materials to the National Workshop in Bhutan; Draft Plan on the Second Sub-Regional Workshop on the Development of Basic Literacy Reading Materials for Adults in Asia and the Pacific; and Draft Prospectus of 1993 Dissemination Scheme of National Versions of AJP Materials; Draft Prospectus of Fourth ACCU Prizes for Fully Illustrated Literacy Follow-up Materials. Appendixes include the schedule, list of participants, agenda, general information, and opening speeches by Sakya and Misumi. (YLB)

ED 374 323 CE 067 266

Development of Literacy Follow-up Materials on Agricultural Vocational Training (Horticulture and Animal Raising) for Adults in Rural Areas. Final Report. Regional Workshop on the Preparation of Literacy Follow-up Materials in Asia and the Pacific (11th, Ho Chi Minh City, Vietnam, November 22-December 3, 1993).
PUB DATE- 94
NOTE- 134p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Basic Education; *Adult Literacy; Basic Skills; Developing Nations; Foreign Countries; *Literacy Education; *Material Development; *Reading Materials; *Rural Areas; Rural Education; Rural Population; Workshops
IDENTIFIERS- Afghanistan; *Asia Pacific Region; Bangladesh; Bhutan; Cambodia; China; India; Indonesia; Iran; Laos; Malaysia; Maldives; Mongolia; Nepal; Pakistan; Papua New Guinea; Philippines; Thailand; Vietnam

This final report contains the proceedings and other materials from a workshop to provide training experience in literacy follow-up materials development to participants from UNESCO member states in the Asia and Pacific region. Focus is on practical agricultural training for adults. The proceedings discuss the objectives of the workshop and summarize the following: opening addresses, orientation to the workshop, paper presentations and discussions, group work, planning of national follow-up activities, and closing. Recommendations of the workshop are listed. Chapter I consists of six presentations: "Horticulture and Animal Raising in Vietnam: Problems and Needs" (Tuyen); "Training in Vocational Agriculture: Experiences of the Department of Non-Formal Education, Thailand" (Choomnoom); "Development and Production of Literacy Follow-up Materials in the Field of Agricultural Vocational Training" (Hoang); "How To Develop Effective and Attractive Literacy Follow-up Materials" (Sharma); "UNESCO Report: Education for Human Development" (Sakya); and "ACCU Report: ACCU's Regional Cooperative Literacy Programs in Asia and the Pacific--Literacy Materials Development and Personnel Training." Chapter II reports on the field survey, development, IDENTIFIERS- *Family Literacy

The prevailing issues in the development of family literacy were reviewed, and assumptions about families, family support, and learning upon which the concept is being developed were examined. A total of 173 studies on the following topics were reviewed: parent-child relationships and reading, parent-child early reading, parent/family beliefs and socialization, family and intergenerational literacy, family-school relationships, family and parent education, and contextual/cultural issues. It was concluded that researchers concerned with the conceptual considerations in developing a framework for the family literacy field focus their attention on the following questions: (1) what constitutes literacy support to families with varied cultural social, and political histories and (2) how is the concept of family support defined and interpreted by literacy specialists with vastly different notions about the purposes of literacy within families and about who decides what those purposes should be. It was recommended that family literacy learning be conceptualized as a lifelong activity that revolves around the family unit and that integrates cultural, ethnic, and social contexts for learning and principles of intergenerational learning into all instruction and planning activities. (The bibliography lists 116 references. Appended is a table summarizing the seven literature categories reviewed.) (MN)

ED 374 340 CE 067 321

Mikulecky, Larry; And Others
Literacy Transfer: A Review of the Literature.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 94
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Beginning Reading; Intelligence; *Learning Processes; *Literacy Education; Literature Reviews; *Reading Skills; *Skill Development; *Transfer of Training

A literature review was conducted to determine the nature and extent of the transfer of literacy learned in one situation to other situations and to identify ways of facilitating literacy transfer. The literature review focused on studies and analyses dealing with three areas: the definition and scope of intelligence, differences between experts and novices, and transfer theory development. Literacy ability was found to transfer to a very limited degree. The basic, automatic, and internalized aspects of reading, including moving eyes over a page and recognizing letter-sound relationships and very basic vocabulary, are most easily transferred. Transfer of mindful strategies (for example, summarizing, problem solving, studying, writing for multiple audiences, and editing) did not appear as automatic as transfer of the internalized aspects of reading did. Transfer of mindful strategies was, however, possible in cases involving transfer to tasks very similar to the original task mastered. In view of the limited nature of literacy transfer, it was recommended that educators place additional emphasis on the degree to which education helps learners change their literacy perceptions and lifestyles along with their current skills. (Contains 67 references.) (MN)

ED 374 341 CE 067 324

verbalizations, empathy, paraphrasing, continuation, etc.) is essential. Lewin's Field Theory is used as a framework for conceptualizing change in schools, and its tenets are applied to the steps in delivering psychological services. Contains 29 references. (KM)

ED 374 358 CG 025 472

Drakulich, J. Scott
The Role and Function of New Jersey Community College Counselors: What Is and What Should Be.
PUB DATE- 92
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Advising; Career Counseling; *Community Colleges; Counseling; Counseling Effectiveness; *Counselor Characteristics; *Counselor Performance; *Counselor Role; Counselors; *Educational Counseling; Two Year Colleges
IDENTIFIERS- *New Jersey

A study of community college counselors was conducted to determine what they actually do at work and what they think their professional responsibilities should be. Professional activities listed in the questionnaire included personal concerns, counseling, academic advising, scheduling classes, and financial aid counseling. To study outcome and process goals, 89 counselors at 15 New Jersey community colleges completed the Community College Counselors Goals Inventory. The categories on this inventory are grouped into general counseling goals, specific counseling goals, counseling qualifications, counseling approaches, and employment conditions and recognition. The weekly median number of clients seen was 30, and the median amount of time spent with each client was 30 minutes. Analysis of the results indicates that counselors spend (using mean percent): 19% of their time on individual academic advising; 18% on administrative work; 14% on personal concerns counseling; 10% on educational counseling; and 10% on career counseling. Overall, counselors would prefer to do less individual advising, administrative work, and transfer counseling, and focus more on personal concerns counseling and group counseling. There was a high degree of consistency in the importance of counselors possessing a Master's degree, adhering to professional ethical standards, advising all new students, and conducting counseling sessions in a private, confidential setting. (KM)

ED 374 359 CG 025 488

Rich, Marjorie; And Others
Treatment Placement Decisions for Adolescent Clients of Washington State's Division of Alcohol and Substance Abuse.
PUB DATE- Apr 92
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; *Alcohol Abuse; *Drug Abuse; *Evaluation Criteria; *Placement; Program Evaluation; Standards; *Substance Abuse
IDENTIFIERS- *Washington

In 1991, a study was conducted to evaluate intake assessment at the various adolescent alcohol and drug treatment centers in described as emotional exhaustion, job dissatisfaction, and the desire to leave the job and/or profession. To examine burnout in the profession of school psychology, a random sample of members (N=139) of the Illinois School Psychologists Association completed survey materials including a Maslach Burnout Inventory, a School Psychologists Stress Inventory, and specially designed demographic and job satisfaction questionnaires. The primary questions addressed include: (1) What is the extent of burnout among school psychologists?; (2) What principal job-related stressors are associated with burnout?; (3) What relationship exists between certain demographic variables and burnout?; and (4) What best predicts burnout? Results suggested that symptoms of burnout occur frequently among school psychologists. Although job related stressors (e.g. lack of resources, time management) were related to burnout, demographic factors (e.g. satisfaction with supervision, case discrepancy index) were found to be the best predictors of burnout. Results also indicated that supervising psychologists are considered to be primary figures in resistance to burnout. Contains 27 references. (RB)

ED 374 379 CG 025 666

Duker, Laurie; And Others
Gun Dealers, USA.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.
PUB DATE- May 94
NOTE- 15p.; A product of the Children's Safety Network.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adolescents; Aggression; *Homicide; *Social Behavior; *Violence
IDENTIFIERS- Firearms; Government Regulation; *Gun Control; Self Defense; *Weapons

In the United States, more than 11,500 adolescents' and young adults' lives are taken each year by firearms. Although Federal law prohibits minors from purchasing handguns, they typically get them by asking someone of legal age (18 years or older) to purchase them from one of the 256,771 Federally licensed gun dealers. This pamphlet answers several frequently asked questions about licensed gun dealers in the United States. Among the questions/answers are: how do adolescents who carry and use guns get them; how many gun dealers are in each state; how can the names, addresses and phone numbes of gun dealers in a city, county or state be obtained; and how can the number and types of guns sold in each state be ascertained, etc. It concludes with an order form for a list of federally licensed gun dealers. (MSF)

ED 374 380 CG 025 677

Sex and America's Teenagers.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.; Mott (C.S.) Foundation, Flint, Mich.
PUB DATE- 94
NOTE- 92p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)

Australian school. The book contains numerous figures and concludes with an epilogue and a reference list. (NKA)

ED 374 399 CS 011 828

Simmons, John S., Ed.
Censorship: A Threat to Reading, Learning, Thinking.
PUB DATE- 94
NOTE- 288p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Collected Works - General (020),Books (010)
DESCRIPTORS- Adolescent Literature; *Censorship; Childrens Literature; Elementary Secondary Education; *Intellectual Freedom; Legal Problems; Moral Issues; Political Issues; *Public Education; *Reading Material Selection; Religious Factors; *Student Rights; Textbook Content
IDENTIFIERS- Controversial Materials; *Educational Issues; Pressure Groups; *Right to Read

Pointing out that censorship is undermining the goals of education and plaguing all areas of the curriculum, this collection of essays considers many areas in which students' right to read is being infringed. The collection offers thought-provoking perspectives on the methods used by protesters to remove books and materials from classrooms and libraries and outlines the rationales behind censors' motivations. The purpose is to help elementary and secondary teachers, administrators, and media specialists learn how to write rationales for textbooks and literature selections, and to help concerned citizens discover ways to take action against censors. The essays are (1) "Dimensions of Critical Reading: Focus on Censorship Elements" (J. S. Simmons); (2) "Critical Literacy versus Censorship across the Curriculum" (J. A. Whitson); (3) "Tactics Used to Remove Books and Courses from Schools" (E. B. Jenkinson); (4) "Censorship and the 'New Age'" (R. J. Marzano); (5) "Censorship in Schools: Three Case Studies" (M. R. Rosenblum); (6) "Political Correctness--The Other Side of the Coin" (J. S. Simmons); (7) "A Book Is Not a House: The Human Side of Censorship" (R. Cormier); (8) "Censors and the New Proposals for Literacy" (R. E. Shafer); (9) "The Impressions Series: Courtroom Threats to Schools" (R. A. McClain); (10) "The Elementary School: Censorship Within and Without" (C. J. Hydrick); (11) "Children's Supernatural Stories: Popular but Persecuted" (C. M. Tomlinson and M. O. Tunnell); (12) "Censorship of Young Adult Literature" (D. R. Gallo); (13) "Social Studies and Critical Thinking Skills versus Censorship" (J. L. Nelson); (14) "History Textbooks, Critical Reading, and Censorship" (R. F. Allen); (15) "Teaching Evolution: Past and Present" (L. C. Scharmann); (16) "Negotiating the Narrow Path: Responding to Censorship in the 1990s" (R. B. Sipe); (17) "Advice for School Administrators" (H. Agee); (18) "Preparing the New English Teacher to Deal with Censorship, or Will I Have to Face It Alone?" (R. C. Small, Jr.); (19) "A Plan of Action for Secondary English Teachers" (M. E. Stern); (20) "Tips for School Library Media Specialists" (A. L. Penway); (21) "A View from an Elected School Board Member" (L. S. Grantham); and (22) "Ten Steps toward the Freedom to Read" (K. Donelson). Contains 20 references. (NKA)

ED 374 400 CS 011 829

Contributor's Guide to Periodicals in Reading.
PUB DATE- Oct 94
NOTE- 30p.; For the 1993 edition, see ED 362 845.

Attitudes; Writing Instruction; Writing Research
IDENTIFIERS- *Basic Writers; Francis Marion College SC; *Workplace Literacy; Writing Contexts

A study examined the writing practices, attitudes, and beliefs about the importance of writing at work of "basic" writers and "strong" writers. Subjects were graduates of Francis Marion College for the years 1984 to 1989. Questionnaires were returned by 119 of the 182 basic writers (identified through placement in remedial English, repetition of required English courses, and lower-than-C averages in required English courses) and by 47 of the 62 strong writers, who earned only A's in required English courses. Results indicated that: (1) most respondents in both groups had sought majors and jobs for reasons unrelated to writing ability; (2) most frequently done types of writing were short and repetitive; and (3) most of the former basic writers believed they were writing adequately for their jobs and felt satisfied with their ability. Examination of writing samples indicated that the former basic writers' purposes for writing are inseparable from the subject matter, audience, writer's persona, and the resulting text. Findings suggest that: (1) writing teachers need to reduce as much as possible the artificiality of the writing class and provide student writers with real audiences and real purposes for writing; and (2) that freshman English courses should not be used as screening devices which cull weaker writers from college during the first year. Writing teachers need to remember that they see only one cross-section of their students' overall abilities. (Two tables and three charts of data, a figure illustrating J. Kinneavey's model of academic communication, a model of workplace communication, and three samples of workplace writing are attached.) (RS)

ED 374 420 CS 214 445

Richardson, Elaine
Where Did That Come From: Black Talk for Black Texts.
PUB DATE- 18 Mar 94
NOTE- 15p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (45th, Nashville, TN, March 16-19, 1994).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Black Culture; *Black Dialects; Black History; *Black Literature; Blacks; Cultural Context; Figurative Language; Higher Education; *Language Styles; Persuasive Discourse; Slavery; Standard Spoken Usage
IDENTIFIERS- *African Americans; *Rhetorical Stance; Text Factors

Drawing on Mikhail Bakhtin's "Dialogic Imagination" and Henry Louis Gates' "Signifying Monkey," an analysis of an African American student's essay reveals codes that are distinct to African Americans. Bakhtin's theory alerts scholars to the extent to which language is a social phenomenon. Ambiguous and heteroglossic, it reflects the ideology, world view, and sense of culture and history of the speaker. A response to Alice Walker's "In Search of Our Mother's Gardens," the student text, "My Mother's Garden," employs several African American tropes: (1) cultural ideographs, such as "obstacles," "civil rights," and "slavery," all of which have special meaning within the African American community; (2) the talking book, a tradition in which the illiterate speaker must become literate to prove her humanity; (3) call and response, a process through which creates the self in the text. "What am I doing?" posits a kind of resistance to the self that is essential in all acts of communication. "What am I doing?" pushes out of that state of being becalmed back into the wind of inquiry. By valorizing expertise and devaluing inquiry, educators have removed the question from the student's experience. One journal exercise, "Letters to an Imaginary Freshman," helps overcome student resistance to the question. But in allowing the question "What am I doing?" to sit comfortably in the middle of the classroom without causing any trouble, the instructor may be resisting the moment in which her students might learn more from posing the question than they learn from assembling an answer. (NKA)

ED 374 438   CS 214 511

Ross, Suzanne; Gordon, Chris
Authorizing the Individual Voice, Becoming a Citizen: Dialogue Journals as Transitional Sites.
PUB DATE- Mar 94
NOTE- 17p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (Portland, OR, March 10-12, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Audience Awareness; Classroom Communication; *Cooperation; Dialog Journals; Higher Education; *Journal Writing; Social Responsibility; Student Writing Models; Undergraduate Students; Writing (Composition); *Writing Instruction
IDENTIFIERS- Collaborative Writing; *Voice (Rhetoric)

Dialogue journals serve as a site where students may discover their own voices and learn to interact with each other and respond to ideas in a way that prepares them for their role as responsible citizens. Within the context of the dialogue journal, roles and role relationships are negotiated. The classroom community is decentralized; traditional authority relationships are destabilized. Journals are circulated among a group of three or four students and the instructor, who may also write in the journal but must do so as a co-participant. Each participant writes on average about one entry per week and then passes the journal on to the next student. Dialogue journals were tried out in several advanced composition courses, which were quite different from each other in content. The findings for this experiment concern two overlapping areas: (1) the voices student journal participants assigned themselves; (2) the purposes and meanings these participants construed for the journal. Several sample entries from these journals show students struggling to find an appropriate voice: some are personal and informal; some perfunctorily academic; others talk about matters not related to the task at hand. In some of the better entries, students realize the importance of collegial inquiry as they write, think, ponder, request assistance from other students, and question long-held beliefs. (Contains 12 references.) (TB)

ED 374 439   CS 214 512

Simmons, John S.; Shafer, Robert E.
A Survey of Attitudes towards Certain Aspects of the English Curriculum Held by Selected Educational and Non-Educational Groups Designated as Liberal and Conservative.
PUB DATE- Mar 94

IDENTIFIERS- *Discourse Communities; *Professional Writing

Recent rhetorical research in professional writing raises the issue of the absence of discussion of "resistance" in professional and nonacademic writing research. A study of a biologist working at the White Sands Missile Range in New Mexico suggests that ideological "resistance" occurs even in the realm of technical writing. Further, it confirms what several theorists have argued, namely, that people reappropriate the dominant culture in producing their own alternative cultural expressions. Michel De Certeau argues that because studies in culture and institutional practices have focused on repressive apparatuses, they overlook, or rather they have made invisible, the heterogeneous practices that resist dominant cultures. Agents resist by using the products of the dominant discourse to insinuate heterogeneous positions and values into discourse. In the case of the biologist, she had to frame her observations about how missile tests could affect the environment around two restrictions: (1) the objective ethos, which requires that all data be quantifiable and presentable in the form of bulleted items; and (2) the rule against "intangibles," aesthetic or spiritual observations that are not reducible to technical terms. She resists by occasionally refusing to comply with expectations, but more often she writes the document as she is asked to do but then attaches to it another one worded so as to further her own concerns. Alternatively, she will talk directly and personally to project managers who she senses might be sympathetic to her ecological concerns. (TB)

ED 374 456 CS 214 532

Sauve, Diane, Comp.
Women's Literature, Women in Literature and Feminist Literary Criticism: A Guide to Reference Sources.
PUB DATE- 94
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Authors; Females; *Feminism; Higher Education; *Literary Criticism; *Literature; Research Tools; *Womens Studies
IDENTIFIERS- *Feminist Criticism; McGill University (Canada); *Women in Literature; Womens History; Womens Literature

This annotated bibliography is an introduction to reference material in Western languages on women's writers, women in literature, and feminist literary criticism available in the Humanities and Social Sciences Library at McGill University in Montreal. The titles cover a wide variety of national, cultural and linguistic groups within all historical periods. Dictionaries, handbooks and encyclopedias, biographical sources, current and retrospective bibliographies, special sources for dissertations and for book reviews are included. However, collections of introductory essays on women's literature or on feminist literary criticism, anthologies of women's writings and bibliographies on individual women authors are excluded. The annotated bibliography is arranged by the form of reference works and subdivided according to subject categories to facilitate browsing. Publication dates of the 167 items listed range from 1974 to 1994. (TB)

ED 374 457 CS 214 533

Lukasevich, Ann; Pieronek, Florence

view" of power. However, the paper notes that the implications of this intervention, and the subsequent development of the debate have not been canvassed in their implications for the models of democracy. The paper also considers the implications of post-Foucauldian moves in the political language game that radical theory has developed. Contains 50 references and 6 notes. (RS)

ED 374 474 CS 508 678

Elkins, Michael
Chinese Students Avoid Interpersonal Communication: An Analysis of the Problem and Suggestions for Retention.
PUB DATE- Apr 94
NOTE- 28p.; Paper presented at the Annual Meeting of the Central States Communication Association (Oklahoma City, OK, April 7-10, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Chinese Culture; College Attendance; Cultural Differences; Foreign Countries; Foreign Students; Higher Education; *Intercultural Communication; *Interpersonal Communication; Lesson Plans; Multicultural Education; Student Problems
IDENTIFIERS- China; Communication Strategies; Cultural Sensitivity

Juxtaposing Chinese and American culture, this paper anticipates problems Chinese students have with their perception of the interpersonal communication course and suggests lesson plans American teachers can utilize. The paper first discusses salient patterns within the American and Chinese educational systems, noting that Chinese students are praised for engaging in collectivist behavior, while the American system emphasizes self-reliance and self-confidence. The paper then presents six complete lesson plans (listing objectives, materials, procedures, discussion questions, and selected references) that teach interpersonal and intercultural communication theory. The themes of the lesson plans presented in the paper are: (1) misconceptions about multicultural education; (2) appropriateness of self-disclosure depending on cultural background; (3) Chinese values and collectivist behavior; (4) greater self-awareness; (5) salience of the power of "disequilibrium"; and (6) perceptions of higher education. The paper concludes that interpersonal communication teachers need to incorporate a more multicultural instructional approach. Contains 22 references. (RS)

ED 374 475 CS 508 683

O'Mara, Joan; Long, Kathleen
Toward Interracial Understanding: Relationships in Athol Fugard's "Master Harold...and the Boys" and "My Children! My Africa!"
PUB DATE- Apr 94
NOTE- 13p.; Paper presented at the Annual Meeting of the Eastern Communication Association (Washington, DC, April 28-May 1, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)

ED 374 494 CS 508 705

Kelly, James D.
The Adoption of Digital Imaging Technology at Daily College Student Newspapers and the Credibility of News Photos.
PUB DATE- Aug 94
NOTE- 19p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (77th, Atlanta, GA, August 10-13, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Adoption (Ideas); *Credibility; Higher Education; Media Research; National Surveys; *Photography; *Photojournalism; *School Newspapers; *Student Publications; Technological Advancement
IDENTIFIERS- *Digital Imagery; Journalism Research; Professional Concerns; Scholastic Journalism

A mail survey of 86 daily college newspapers (91% of the population) measured the adoption rate of digital imaging technology for the routine processing of news photographs to establish the stage of adoption and to assess possible effects of the technology on students' perceptions of newsphoto credibility. Results indicated that 63% reported having published at least one photograph using digital imaging technology and 33% reported using it on a routine basis. Adopters used more new technology in general than non-adopters and printed color photographs more frequently though their average circulation size was similar. Almost 64% of all student photo editors said the technology would eventually decrease the credibility of newsphotos. Editors at adopting papers were even more likely to say this than editors at non-adopting papers. Findings suggest that the adoption of digital imaging technology at daily college student newspapers is occurring at a rate similar to that predicted by Rogers, et al. and that adoption has recently entered the "early majority" stage. (Contains 22 notes, 2 tables, and 1 figure of data.) (Author/RS)

ED 374 495 CS 508 706

Neff, Maryl L.
Defining "Educational and Informational" for Children's Television Programming.
PUB DATE- Aug 94
NOTE- 23p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (77th, Atlanta, GA, August 10-13, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Historical Materials (060),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Childrens Television; *Definitions; *Federal Legislation; *Federal Regulation; Mass Media Effects; Mass Media Role; *Programming (Broadcast)
IDENTIFIERS- *Childrens Television Act 1990; Federal Communications Commission; Historical Background

This paper argues that the Children's Television Act of 1990 (CTA) required television broadcasters to air educational and informational children's programming, but Federal Communications Commission (FCC) policy did little to clarify the definition of "educational and informational." The paper first examines the historical usage/definitions of the phrase

School-Based Planning: Are UK Schools Grasping the Strategic Initiative?
PUB DATE- Apr 94
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Decentralization; *Educational Planning; Educational Policy; Elementary Secondary Education; Foreign Countries; *Long Range Planning; *School Based Management; *Strategic Planning
IDENTIFIERS- *England; *Wales

England and Wales introduced a site-based management system in 1988, which delegated the responsibility for strategic planning from school boards to individual schools. This paper describes the kinds of planning approaches used by schools in this new context. Data were obtained from a survey of 106 teachers enrolled in a graduate-level education management and administration course. The teachers represented 15 different school boards. Findings indicate that approximately one-half of the schools: (1) utilized an ad hoc planning approach; (2) failed to consciously link the school's strategic-planning objectives with resource allocation; and (3) lacked a systemic process for evaluating progress toward policy implementation. In about two-thirds of the schools, action plans were incomplete. If schools are to grasp the strategic initiative offered by further decentralization, the central government should conduct a thorough review of the probable systemwide impact of the English government's increasingly "laissez faire" attitudes toward site-based planning. Contains 22 references. (LMI)

ED 374 514 EA 026 088

Haller, Emil J.; And Others
Does Graduate Training in Educational Administration Improve America's Schools? Another Look at Some National Data.
PUB DATE- Apr 94
NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Education; *Administrator Qualifications; *Educational Administration; Effective Schools Research; Elementary Secondary Education; *Graduate Study; Higher Education; Organizational Climate; *Principals; *Professional Development; School Effectiveness

This paper examines the consequences of principals' graduate training in educational administration for school effectiveness and asks: Are schools led by administrators with extensive, formal preparation more effective than schools led by principals with little or no graduate training? The data were derived from the School and Staffing Survey (SASS), sponsored by the National Center for Educational Statistics (NCES) and conducted by the U.S. Bureau of the Census during 1987-88, a nationally representative sample of the public and private elementary and secondary schools at that time. Of the total sample of 12,830 schools, a subsample of 6,341 elementary,

LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140),Numerical/Quantitative Data (110)
DESCRIPTORS- *Corporate Support; *Donors; *Educational Finance; Elementary Secondary Education; Higher Education; Industry; Philanthropic Foundations; *Private Financial Support; *School Business Relationship

This publication presents an overview of corporate support of education for 1992. The first part provides statistics on national trends in corporate contributions to education, including the following: estimated consolidated corporate contributions; education's estimated share; the distribution of shares within education; contributions as a percent of pretax income; and the outlook for 1993-94. The second part presents results of the 1992 Survey of Corporate Contributions, sponsored by the Council for Aid to Education and The Conference Board, which is composed of 371 companies. Information is provided on the allocation of funds to education, variations within industry, year-to-year changes, and forms of giving. Fifteen tables are included. (LMI)

ED 374 534 EA 026 110

Rigden, Diana W.
Sustaining Change in Schools: A Role for Business. Precollege Series.
PUB DATE- 94
NOTE- 69p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Business Responsibility; *Corporate Support; *Educational Change; Elementary Secondary Education; Partnerships in Education; Private Sector; *School Business Relationship; School Restructuring

Despite the serious efforts of the decade-long school reform movement, there is little indication that American students are making dramatic gains in academic achievement or mastering the skills they need for productive lives. Can companies support education reform in ways that both "make a difference" and are compatible with the financial, human, and material resources they have available? This publication considers how the business community can structure its involvement in elementary and secondary education in order to promote system-based strategies for reform. Following the introduction, chapter 1 describes the need for schools and communities to reaffirm their focus on increased student learning, suggesting how business can help educators define educational expectations. Chapter 2 summarizes the apparent consensus on how to produce better outcomes. It briefly describes the kinds of changes needed in the education system, key strategies for change, and ideas for measuring their effectiveness. The third chapter describes strategies to help schools sustain their capacity for change at five different levels--the classroom, school, district, community, and policy arena. The final chapter outlines how individual companies can identify appropriate actions and develop an effective role for supporting comprehensive, long-term reform. Lists of resource organizations and precollege advisory board members are included. An enclosed handout/poster maps strategies for involvement. (LMI)

ED 374 535 EA 026 111

Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; *Educational Change; Educational Opportunities; Educational Policy; *Graduation Requirements; High Schools; Local Issues; Organizational Communication; State Curriculum Guides; State Standards; Student Placement; Track System (Education)
IDENTIFIERS- *Maryland

In 1985, Maryland became one of 45 states that enacted new and tougher graduation requirements. This document presents findings of a 4-year study that examined the effects of the new requirements on local schools and the students and staff who work in them. Three site visits each were made to five selected high schools. Data collection included: (1) a total of 850 interviews with administrators, staff, teachers, and students; (2) student transcript analysis (a comparison of the cohort of 1986 with that of 1989); (3) school document analysis; and (4) interviews with state Department of Education staff and High School Commission members. Findings indicate that schools varied greatly in their responses to the policy changes. Students in higher academic tracks appeared to benefit more from schooling than did those in the general track, and the student sorting systems did not decrease as a result of the changed requirements. Neither did the new requirements positively affect the existing patterns of student exclusion by race, gender, and academic performance. Finally, the higher education and business communities did not perceive the positive impacts of the new standards. Recommendations are as follows: (1) fully consider local context needs when implementing policy goals; (2) establish information flow that improves and promotes equity; and (3) specifically address at-risk students in the policy. Fifty-one tables and two figures are included. Appendices contain a copy of the high school graduation bylaws; information on research methods and sample sizes; samples of the interview protocols and the transcript coding form; and statistical data. (Contains 104 references.) (LMI)

ED 374 555 EA 026 133

Wilson, Bruce L.; And Others
State Policy Reform and Tracking.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 91
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Academic Standards; *Access to Education; Elementary Secondary Education; Grouping (Instructional Purposes); Social Stratification; *State Curriculum Guides; *State Standards; *Student Placement; *Track System (Education)
IDENTIFIERS- *Maryland

As part of a larger study of policy implementation, this paper discusses the changes in five Maryland high schools regarding the reform of graduation requirements. The study hypothesized that tracking systems have a powerful influence on educational experiences and that reform intended to change those experiences would be mediated by track. In 1985, the Maryland State Board of Education mandated new graduation requirements, which included: 1) the addition of a third credit in mathematics and 2) the addition of an advanced high school harassment is a public event, it is very damaging to its targets as well as bystanders by teaching others that schools are not safe or just. Schools may also serve as training grounds for domestic violence. A review of two surveys of sexual harassment in schools--a "Seventeen" magazine survey (March 1993) and the Harris Poll/American Association of University Women survey (June 1993)--revealed that sexual harassment is public, extensive, and routine. Most girls reported that they resisted their harassers and that schools did not respond 45 percent of the time. Disseminators of these findings encountered a "backlash," which downplayed the seriousness of the situation. Finally, symmetry and parallels existed between what girls' narratives said about their school experiences and the experiences that were revealed by lawsuits and depositions. Quotations from female students describing their encounters with and feelings about sexual harassment are included. (LMI)

ED 374 574 EA 026 162

Gosetti, Penny Poplin; Rusch, Edith A.
Diversity and Equity in Educational Administration: Missing in Theory and in Action.
PUB DATE- Apr 94
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Diversity (Institutional); *Educational Administration; Elitism; *Equal Education; *Feminism; Higher Education; *Leadership; Power Structure; Social Stratification

This paper argues that the texts, conversations, writings, and professional activities that construct our understanding of leadership come from an embedded, privileged perspective that has largely ignored issues of status, gender, and race. This perspective insidiously perpetuates a view of leadership that discourages diversity and equity. Two different lenses, or perspectives, are used to challenge the embedded assumptions and norms of educational leadership--feminism and privilege. A critique of current literature on educational leadership reviewed the following sources: (1) textbooks used in educational leadership programs; (2) texts for professors of educational leadership programs; (3) a leadership knowledge and skill base from the National Policy Board for Educational Administration; and (4) selected professional journals. The data illustrate the lack of discussion about diversity and equity that occurs throughout the education and professional development of school leaders. To achieve a balanced education about leadership that constructs an inner eye capable of seeing hidden assumptions about leading, the rethinking of this concept must include more diverse examples of leaders and the work of people from many perspectives. The study of leadership must include a multiplicity of perspectives in order to understand how the deeply embedded assumptions of privilege constrain the conversations about diversity and equity. One table is included. (LMI)

ED 374 575 EC 301 966

Arnold, David W.; Thiemann, Alan J.
To Test or Not To Test: The Status of Psychological Testing under

ancillary service, such as extended time for tests, tape recorded lectures, and personal help from faculty; (2) subjects initiated few contacts with faculty outside the classroom and over 50 percent had never talked with a counselor; (3) many students did not apply consistent study techniques such as outlining, underlining major points, or reading supplementary materials; (4) papers were frequently written without the aid of a style manual, dictionary, or thesaurus; (5) students anticipated academic problems in college, most commonly in reading, mathematics, and English; and (6) while successful college students consistently stressed the importance of putting forth extra effort, high school students were not consistently doing so. Implications for the development of college preparatory courses for LD students are outlined. (Contains 12 references.) (JDD)

ED 374 593   EC 303 315

Cannon, Kent Wesley
Developmental Factors Associated with the Formation of the Antisocial Personality: A Literature Review.
PUB DATE- 23 Mar 94
NOTE- 53p.; Doctoral Research Paper, Biola University.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- Adults; *Antisocial Behavior; Attention Deficit Disorders; *Behavior Disorders; Biological Influences; Children; Developmental Stages; *Intervention; Mental Disorders; Parent Child Relationship; *Personality Traits; Prevention; *Psychopathology; Research Methodology; Research Needs; Social Influences; Symptoms (Individual Disorders)

Research on factors which contribute to the development of antisocial personality disorder is reviewed. Methodological issues are critiqued, including major assessment instruments and frequently used research designs. Factors which current research indicates might lead to the continuation of antisocial behavior from childhood into adulthood are discussed. Issues examined include biosocial research, attention-deficit hyperactivity disorder, and psychosocial research. The psychosocial research focused on three variables: parent-child attachment, parental discipline and monitoring, and problem solving skills. Implications for further research and treatment are also discussed. The paper concludes that there is professional acceptance that childhood conduct disorder is a feature in the development of antisocial personality disorder, and that individuals with a history of antisocial personality disorder perpetuate a disproportionate amount of murder, rape, arson, robbery, drunk driving, and child and spouse abuse. These individuals are also disproportionately represented in the mental health and criminal justice systems. Early and accurate identification of children who are at risk for development of a conduct disorder is required, followed by enrollment in preventive treatment. Assessment devices used in research and intervention need to better control for observer bias, and research designs need to better account for confounding variables. (Contains 54 references.) (Author/JDD)

ED 374 594   EC 303 316

Barnes, Elizabeth; Price, Kathy
Javits Gifted and Talented Students Education Program: Grants Projects Abstracts, 1992-1993.
PUB DATE- Aug 94

Development; *Educational Innovation; Educational Policy; *Educational Research; Educational Technology; Elementary Secondary Education; Emotional Disturbances; Federal Programs; Instructional Effectiveness; Postsecondary Education; Preschool Education; *Program Descriptions; Research and Development; *Research Projects; School Restructuring; Severe Disabilities; Student Evaluation; Teacher Education; Teacher Supply and Demand
IDENTIFIERS- *Office of Special Education Programs

This 1994 directory of project abstracts provides an overview of the ongoing efforts of researchers supported by the Division of Innovation and Development of the U.S. Office of Special Education Programs. Abstracts of 236 projects are separated into 10 sections according to the primary focus of the study. The 10 sections are: (1) assessment and evaluation; (2) cultural differences; (3) infants, young children, and families; (4) instructional effectiveness, models, and learning; (5) policy, restructuring, and service delivery issues; (6) secondary education and postsecondary outcomes; (7) serious emotional disturbance and behavioral disorders; (8) severe disabilities; (9) teacher training, retention, and supply/demand; and (10) technology and software. The information for each project includes principal investigator name and address, grant number, beginning and ending date, purpose, method, and anticipated products. Access to the abstracts is provided by indices for principal investigator, institution, subject, state, and competition. (JDD)

ED 374 612 EC 303 334

Romeo, Thomas J.
The Marfan Syndrome: Physical Activity Guidelines for Physical Educators, Coaches and Physicians.
PUB DATE- 91
NOTE- 98p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adapted Physical Education; Cardiovascular System; *Congenital Impairments; Elementary Secondary Education; Guidelines; Heart Disorders; *Physical Activities; Physical Disabilities; Physical Fitness; Safety; *Special Health Problems; Student Educational Objectives; *Symptoms (Individual Disorders)
IDENTIFIERS- *Education for All Handicapped Children Act; *Marfan Syndrome

Intended for physical educators, this manual provides guidelines for providing safe and effective physical activity programs for children with Marfan syndrome, a congenital condition involving the connective tissues and the probable cause of sudden death by heart failure of some young competitive athletes in recent cases. The manual includes information regarding: Public Law 94-142, the Education for All Handicapped Children Act; physical characteristics associated with the disorder and resultant physical needs; potential psychosocial implications; the establishment of educational goals to address these implications; and competencies and/or sensitivities needed by involved professionals. Suggested guidelines for physical activity, instructional methods and strategies, and approved curricular activities are included. In addition, contraindicated activities are identified as well as implications for safety and effectiveness in physical activity

(150),Reports - Research/Technical (143)
DESCRIPTORS- Constructivism (Learning); Elementary Education; *Journal Writing; Language Arts; *Learning Disabilities; Literacy Education; Motivation Techniques; *Sociocultural Patterns; *Student Journals; *Student Motivation; Teaching Methods; *Writing (Composition); Writing Processes
IDENTIFIERS- *Zone of Proximal Development

This study utilized a sociocultural approach to writing instruction and examined its effects on the motivation of students with learning disabilities. The concept of the Zone of Proximal Development was used to measure changes in five third and fourth grade students' motivation toward literacy activities. Students wrote in journals daily and participated in weekly "feedback" sessions, where they read their stories to the teacher and other students. Data indicated that journal writing became more communicative over time, as children spent more time writing stories and letters rather than lists. Data also showed increases in creativity, a broader understanding of the uses of writing, greater persistence at writing tasks, and more conventional uses of writing over the course of the academic year. As journal writing was always a "free" writing activity (students were never told what topics to write about), the paper contends that the students' continuing desire to write, as well as the development of their writing abilities, is a result of the sociocultural/emergent literacy curriculum. Students did not receive any formal instruction in writing; thus, changes are attributed to the new meaning children constructed for writing, through their interactions with other members of the classroom writing community. A sample of one student's writing is included. (JDD)

ED 374 632 EC 303 357

Lawrence, Barbara Kent; Glenn, Charles
Beware the Gifted.
PUB DATE- Jun 94
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Ability Identification; *Academically Gifted; Administrator Role; *Anti Intellectualism; *Change Strategies; Educational History; Elementary Secondary Education; *Elitism; Equal Education; *Grouping (Instructional Purposes); Private Schools; Social Discrimination; Teacher Role; *Teaching Methods

This paper discusses how elitism and anti-intellectualism have affected the teaching of intellectually gifted students. It examines methods of identifying the intellectually gifted child. It traces trends in education of the gifted through history and discusses the issues of equity, elitism, and anti-intellectualism which have resulted in discrimination against gifted children. The purpose of education is addressed, concluding that an anti-intellectual approach to education has been developed which sees children as a form of capital to be developed rather than allowing them the luxury of developing their minds without a specific or practical purpose. Methods of educating gifted students are outlined, including acceleration, pull-out programs, and homogeneous and heterogeneous grouping. The role of teachers and administrators in educating the intellectually gifted is analyzed. Three proposals to benefit public education are presented: (1) look carefully at the successes of the private schools and incorporate ideas that have worked; (2) have preservice teachers follow a rigorous

An Epistemological Study on Proper Nouns.
PUB DATE- 93
NOTE- 8p.; Paper presented at the International Congress of Linguists (15th, Quebec, Canada, August 11, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150),Journal Articles (080)
DESCRIPTORS- Case (Grammar); *Classification; Discourse Analysis; Foreign Countries; *Form Classes (Languages); Language Research; *Morphology (Languages); *Nouns; *Plurals

This paper seeks to determine the essential qualities of proper nouns and to determine the differences between proper and common nouns by reviewing research and writings on the subject. Both proper and common nouns are found to connote the attributes of objects as their content. Common nouns, however, are those that identify a certain substance on the common side with the same kind of reference, while proper nouns are those that show a certain substance on the peculiar side. The differences between plural and singular nouns are also discussed. Contains four references. (MDM)

ED 374 652 FL 022 211

Mizuno, Harumitsu
Interlanguage Analysis for Foreign Language Teaching.
PUB DATE- 88
NOTE- 9p.; Paper presented at the International Congress of Psychology (24th, Sydney, Australia, August 1988).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150),Journal Articles (080)
DESCRIPTORS- Error Analysis (Language); Foreign Countries; Instructional Materials; *Interlanguage; *Language Research; Learning Processes; *Linguistic Theory; *Research Methodology; *Second Language Instruction; *Second Language Learning; Teaching Methods

This paper outlines a comprehensive approach to uncovering the process of second language acquisition, entitled Interlanguage Analysis (IA), and defines the features and aims of this analysis. IA regards the transitional linguistic system from the learner's first language (L1) to the target language (TL) as interlanguage (IL). Language acquisition research needs to examine the common and differing elements of L1, TL, and IL as they relate to the learning and communicative strategies employed by learners. Error analysis needs to focus not only on mistakes but successes as well. The goals of IA include: (1) the establishment of a well-knit theory of foreign language acquisition; (2) the elucidation of teaching and learning methods and materials; and (3) the establishment of a data-bank of universal grammar. Contains 10 references. (MDM)

ED 374 653 FL 022 221

Mizuno, Harumitsu
A Comparative Study of the Sequence Effect in Learning Japanese Kanji Characters: Mathetical vs. Logical Sequences.
PUB DATE- 89
NOTE- 13p.; Journal published by Kanagawa University (Japan).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

IDENTIFIERS- Markedness

The discussion of case in grammar focuses on the ways relationships between words in sentences are marked. It describes the familiar systems of suffixes, from languages like Latin, and also the roles of prepositions, postpositions, and the use of the pronominal elements on verbs. One feature of case, the recurrence of apparently idiosyncratic patterns and devices in otherwise unrelated languages, is examined. The study provides background against which the case marking of particular languages can be understood, and discusses theoretical problems in identifying cases and the basis from distinguishing case relations from cases. A final chapter looks at the origins and development of case-marking devices. Examples are drawn from a wide variety of commonly- and uncommonly-taught languages, modern, older, and classical. (MSE)

ED 374 674 FL 022 439

Partington, Ann
The Teaching of Linguistics in the L2 Medium.
PUB DATE- Dec 92
NOTE- 12p.; Paper presented at the Institute of Language in Education International Conference (8th, Hong Kong, December 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Instruction; Contrastive Linguistics; *Educational Strategies; Foreign Countries; Higher Education; Instructional Materials; Language Attitudes; Language of Instruction; *Linguistics; *Second Language Learning; *Second Languages; Syntax
IDENTIFIERS- Fossilized Language

This paper discusses some of the problems that arise for students and instructors in the teaching of the linguistics of a language to students in the process of learning that language as a second language (L2). Because non-native speakers may not have reached terminal competence in the L2, the language being presented in linguistics classes as examples of linguistic phenomena may be used by the student as a form of input to the acquisition process. Another difficulty is that non-native speakers may have reached a stage of acquisition in the L2 where their knowledge has become fossilized--when new linguistic forms are no longer being acquired. The question of linguistic intuition in first-language (L1) and L2 students is also considered. Linguistics instructors can help alleviate these difficulties by: (1) informing students that their knowledge of the L2 will not necessarily be improved by learning about the language from standard texts; (2) setting up courses that enable comparisons of the linguistic characteristics of the L1 and L2 to be made; and (3) trying to use material that is familiar to the students. Contains 10 references. (MDM)

ED 374 675 FL 022 440

O'Malley, J. Michael; Chamot, Anna Uhl
Learning Strategies in Second Language Acquisition.
PUB DATE- 93
NOTE- 271p.

Job Training; Postsecondary Education; Student Evaluation; Teaching Methods; *Vocational Education
IDENTIFIERS- *Great Britain

Education reform in Great Britain during the last 15 years has been piecemeal, and all the pieces are not yet in place for broad and balanced post-16 education. The last 10 years of debate have achieved much common ground among the goals perceived by government, industry, and education. Three major ways of looking at the post-16 curriculum have emerged: the triple track, the all in, and the broad continuum. Some more detailed developments have also been taking place within the 16-19 curriculum: National Vocational Qualifications, General National Vocational Qualifications, education and training targets, core skills, records of achievement, credit accumulation and transfer, modularization, and the place of coursework. Closely related to curriculum development are the delivery of learning and assessment. An increasing use of more flexible approaches to learning is an important element in effective curricular change. Modular developments have, in turn, opened the way for continuous assessment, recognition of partial achievement, and construction of a framework for credit accumulation and transfer. Clear progression must be ensured from school to postcompulsory education and training at 16. Suggestions for a practical program for the 1990s can be grouped into the starting point, institutional practice, and modifications required nationally. A national curriculum must be developed that delivers both breadth and balance through post-16 education and training. (Contains 22 references.) (YLB)

ED 374 223 CE 067 119

Developing Systems of School-to-Work Transition: A Report on State Progress. Issue Brief.
PUB DATE- 16 Jul 94
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Career Education; Educational Legislation; *Education Work Relationship; Federal Legislation; Grants; Models; Postsecondary Education; *Program Development; Program Implementation; Secondary Education; *State Legislation; *State Programs; State Surveys
IDENTIFIERS- School to Work Opportunities Act 1994

A study to ascertain state progress in building school-to-work systems reviewed the state applications for school-to-work planning grants submitted in December 1993 and 1993 state reports on progress toward achieving the National Education Goals. State infrastructure to support and guide local programs included clear goals, public understanding and support of school-to-work efforts, occupational and labor market information resources, skill standards, performance-based assessment tools, portable skill certificates, and evaluation mechanisms. Nearly every state had begun developing some elements of a state school-to-work system. System elements being addressed included occupational information systems, content and skill standards, performance-based assessments, portable skill certificates, and developing a statewide consensus. States with the most elements under development tended to be urban, industrialized states. States that reported the most progress developing the state infrastructure tended to be members of state coalitions. Many states struggled to create strong partnerships with business, industry, and labor. States educators to the field and the practice of adult education, especially in universities. The book is organized in seven chapters, each containing practical material along with observations of the adult educators. The introductory chapter outlines the purposes of the manual and the assumptions that shaped its development. Chapter 2 provides an overview of the field of adult education by looking at what adult education is and what educators do. This chapter also introduces the adult education tradition in Canada. Chapter 3 focuses on the practice of adult education in universities and the importance of understanding the university context; Chapter 4 describes adult learners (who they are, why they participate, and how they learn). Chapter 5 looks at the practice of continuing education, especially program development. This discussion is augmented by chapter 6, which discusses each component of program development, from needs assessment to evaluation, in greater detail. The final chapter emphasizes the importance of professional development and provides sources of information and ideas about how to go about developing a personal professional development plan. The appendix contains the following: summary of philosophies, personal philosophy worksheet, comparison of four orientations to learning, midcourse evaluation form, course evaluation questionnaire, continuing education budget/course proposal, and brochure preparation checklist. Contains 186 references. (KC)

ED 374 243 CE 067 149

Fenwick, Tara
New Perspectives on Professionals' Learning: The Liberatory and Limiting Potential of Dialogue.
PUB DATE- Sep 94
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Education; *Cognitive Processes; *Communication (Thought Transfer); *Communication Skills; *Dialogs (Language); Educational Improvement; Foreign Countries; *Professional Development; *Skill Development
IDENTIFIERS- *Reflective Practice

A literature review was conducted on the subject of dialogue. The review examined these topics: how professionals learn and come to reflect critically upon their practice through talk; the barriers that are embodied in prevalent communicative structures and dominant discourses that impede reflective learning through talk; and how these barriers can be minimized or overcome. The study found that the literature points to the potential promise of communication. It suggests that when professionals are encouraged to communicate their personal experience through the expressive language of their own narratives, authentic links can be made between the public world of rational theory and the private landscapes of lived experience. The literature supports dialogic relations in a community dedicated to reflective learning. The literature also points out a paradox: communication can stagnate the growth of an organization just as quickly as it can encourage it. Nonreflective tasks can perpetuate dysfunctional patterns of thinking, reproducing taken-for-granted beliefs and ways of posing and solving problems that limit rather than liberate professionals. Dialogue governed by current dominant rhetorics emphasizes formal knowledge and inhibits reflective learning. According to the literature, five steps can be suggested for organizations committed to reflective learning: (1) recognize instructions and 60 students were interviewed. Generally, the project team felt positive about what they saw and experienced, and the students interviewed seemed enthusiastic about their work with an ILS. None of the systems were found to be perfect, and administrators and instructors were cautioned to determine their needs and the characteristics of the systems carefully before purchasing a system. (Thirty tables provide detailed analysis of student characteristics and responses. Appendixes to the report include the following: guidelines for acquiring computer-based adult literacy systems, analysis of ILS, and interview questionnaires developed for the project. Contains 33 references.) (KC)

ED 374 261   CE 067 184

Thomas, Audrey M.
Exemplary Adult Literacy Programs and Innovative Practices in Canada.
PUB DATE- 90
NOTE- 77p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Demonstration Programs; Educational Improvement; *Educational Innovation; *Educational Practices; Foreign Countries; *Literacy Education; *Models; Program Descriptions; Program Implementation; Teaching Methods
IDENTIFIERS- *Canada

This report profiles 13 exemplary adult literacy programs and 6 innovative practices throughout Canada. Compiled through personal contacts of the researcher and knowledge of the field, the programs described represent institutional programs, workplace programs, and community-based programs. For each of the programs, the following information is provided: background, objectives, staffing, clients, delivery, administration, new activities, outreach, funding, and contact person with address and telephone number. A project summary statement is also included. The innovative practices are described informally. (KC)

ED 374 262   CE 067 185

Thomas, Audrey M.
Regional Professional Development and Needs Assessment Project Report.
SPONS. AGENCY- British Columbia Ministry of Skills, Training and Labour, Victoria.; National Literacy Secretariat, Ottawa (Ontario).
PUB DATE- Dec 93
NOTE- 107p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adult Basic Education; *Adult Educators; *Educational Needs; Foreign Countries; *Inservice Teacher Education; Needs Assessment; *Workshops
IDENTIFIERS- *British Columbia

Adult basic education (ABE) teachers and administrators in British Columbia find it difficult to attend an annual

(120)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Students; Basic Skills; Definitions; Educational Improvement; Educational Needs; Educational Objectives; *Educational Policy; *Educational Practices; *Literacy Education; Needs Assessment; *Policy Formation; *State Programs; Student Characteristics; Student Motivation
IDENTIFIERS- *Washington

This discussion paper examines the current state of practice of adult literacy education in Washington State as well as initiatives to improve program effectiveness in a number of areas, including staff quality and curriculum. The paper discusses staff and curriculum development being undertaken by the ABLE (Adult Basic and Literacy Educator's) Network, and quality assurance being provided through the Office of Adult Literacy for programs funded through that office (about half the providers and 80 percent of the literacy students statewide). The range of effective practices center around the following: measuring educational gains, program planning, curriculum and instruction, staff quality, adequacy of resources, recruitment, retention, and service coordination. Six options are presented as considerations for identifying and promoting effective practices: (1) validating and disseminating promising practices; (2) preserving diversity in order to support the learning needs of all learners; (3) assessing the impact of practices on the state-level structure; (4) assessing the impact of a practice on local programs; (5) determining resources that are available or necessary to implement the option; and (6) determining if the option can be implemented in a cost-effective manner. The Washington State Indicators of Program Quality are suggested as a framework for the multiple program features that affect program quality. They serve as a basis for policy recommendations to improve the state of the art in adult basic skills programs in the state. (KC)

ED 374 280 CE 067 216

A Guide for Infusing Entrepreneurship Awareness into Vocational Education.
SPONS. AGENCY- Michigan State Board of Education, Lansing.
PUB DATE- 91
NOTE- 155p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Career Education; Careers; Course Content; *Educational Resources; *Education Work Relationship; *Entrepreneurship; Integrated Curriculum; Learning Activities; *Models; *Occupational Information; Postsecondary Education; Risk; Secondary Education; Self Employment; Small Businesses; State Curriculum Guides; Vocational Education

This curriculum guide for infusing entrepreneurship education into the vocational education curriculum is organized in seven sections. The first two sections point out the need for awareness of entrepreneurship in vocational education and suggest some approaches to infusing entrepreneurship awareness. The third section of the guide, which makes up most of its content, describes eight models for infusing entrepreneurship awareness. Lesson plans--containing an objective, materials list, teacher behaviors, and student activities--are included for the models. The models are on the following topics: future entrepreneurs conference, entrepreneurship awareness on a tight schedule, brainstorming a business, orientation to specialized, and technical terms encountered by persons employed in the occupation of millwright. Included in the module are the following: a discussion of the difference between general, specialized, and technical vocabulary words; strategies for learning new words; tips for remembering new words; hints for vocabulary development; and five exercises in which students are required to work with general, specialized, and technical vocabulary encountered by individuals employed as millwrights. (MN)

ED 374 302 CE 067 240

Atkinson, Rhonda; And Others
Building Workplace Vocabulary for Millwright: Compound Words.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 31 Dec 93
NOTE- 25p.; For documents related to this project, see CE 067 219-251.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; Behavioral Objectives; *Building Trades; Learning Activities; Learning Modules; *Literacy Education; Trade and Industrial Education; *Vocabulary Development
IDENTIFIERS- *ABCs of Construction Project; *Compound Words; *Millwrights; Workplace Literacy

Developed as part of the ABCs of Construction National Workplace Literacy Project, this instructional module is designed to help persons preparing for the occupation of millwright develop strategies for finding the meanings of compound words used in technical writing and the workplace. Presented in the first section is a method for deducing the meaning of compound words by performing the following steps: reading the compound word and finding the two smaller words within it, finding the meaning of the first word, finding the meaning of the second word, and putting the two meanings together. The remainder of the module consists of four exercises in which students are asked to use the four-step procedure to determine the meaning of a total of seven words encountered in the workplace. Each of the nine words is introduced in a brief paragraph on a topic related to some electrical and instrumentation occupation. Each paragraph is followed by a series of questions that guide students through the four-step procedure. (MN)

ED 374 303 CE 067 241

Atkinson, Rhonda; And Others
Measuring Decimals. Millwright.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 31 Dec 93
NOTE- 23p.; For documents related to this project, see CE 067 219-251.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; Behavioral Objectives; Building Trades; *Decimal Fractions; Learning Activities;

and field testing of materials by three groups during the workshop. The three group reports are provided. Chapter III contains the reports of 18 countries (Afghanistan, Bangladesh, Bhutan, Cambodia, China, India, Indonesia, Iran, Laos, Malaysia, Maldives, Mongolia, Nepal, Pakistan, Papua New Guinea, Philippines, Thailand, and Vietnam) and plans of follow-up activities for nine (Afghanistan, China, Indonesia, Maldives, Mongolia, Papua New Guinea, Philippines, Thailand, and Vietnam). An appendix provides general information, schedule of the workshop, list of participants, and opening speeches by Dao, Sakya, and Miyamoto. (YLB)

ED 374 324 CE 067 268

Imel, Susan
For the Common Good: Local Interagency Linkage Team. Second Follow-up Report.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.
PUB DATE- Sep 94
NOTE- 47p.; For related reports, see ED 324 514, ED 347 391, and ED 347 406.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Agency Cooperation; *At Risk Persons; *Coordination; Economically Disadvantaged; Employment Programs; Federal Programs; *Human Services; Job Training; State Programs; Statewide Planning; Strategic Planning; *Team Training; Teamwork; *Technical Assistance; Vocational Education
IDENTIFIERS- Linkage; *Ohio

"For the Common Good" was designed as a statewide project to facilitate the formation of local interagency linkage teams throughout Ohio to improve services to at-risk youth and adults. The state team conducted three workshops during which 36 local interagency linkage teams were trained. A major portion of each workshop was set aside for development of an action plan. Three follow-up meetings provided support and technical assistance and an opportunity for teams to update their action plans. Findings of two local linkage team follow-up surveys indicated teams used a variety of organizational strategies to help them function, the most frequent being information exchange. Forty-one percent characterized the nature of their linkage teams as collaborative; 30 percent indicated it was cooperative; and 30 percent characterized them as both. Sixty-two percent said the accomplishments would not have been possible without the team. Results of a state team survey showed that respondents felt a block of time to develop a plan was the most important aspect of the workshops and follow-up meetings. They did not necessarily characterize the nature of the work of the local linkage teams as collaborative. A number of recommendations were made: workshops to train additional teams; additional follow-up activities for existing teams; a mentoring program matching experienced with newly formed teams; and shared information. (Appendixes include linkage team action plan objectives; response tabulations for surveys; and list of reported team accomplishments.) (YLB)

ED 374 325 CE 067 271

Tech Prep SCANS Lesson Development. Region 10 Tech Prep.
PUB DATE- 94
NOTE- 210p.
LANGUAGE- English

Druckman, Daniel, Ed.; Bjork, Robert A., Ed.
Learning, Remembering, Believing. Enhancing Human Performance.
PUB DATE- 94
NOTE- 399p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art
  Materials (070)
DESCRIPTORS- *Cognitive Psychology; Emotional Response; Human
  Factors Engineering; *Learning Theories; *Motivation;
  *Performance Factors; Psychological Patterns; *Psychological
  Studies; Self Esteem; *Training

This book is the third report of the Committee on Techniques for the Enhancement of Human Performance. Based on hundreds of research studies of learning and human performance as reported in the literature, the book consists of 11 chapters organized in five parts. The two chapters of the first part provide the background and summary of the committee's study. The first chapter describes the topics undertaken in this third phase of the study and the relationships between these topics and earlier work done by the committee. Chapter 2 summarizes key findings and conclusions for each chapter. The second part of the book considers a number of issues related to individual training. Chapter 3 focuses on the extent to which training should be provided in a situation similar to which performance occurs; chapter 4 addresses the illusions of comprehension that occur when people do not understand the reasons for the "right" answers to problems. The three chapters of part 3 consider learning and performing in teams. in chapter 5, research on cooperative learning, especially for adults, is reviewed. Chapters 6 and 7 focus on team performance and team training. In the fourth part, the implications of a person's emotional state for performance are discussed. In chapter 8, studies on achievement motivation, career development, health and exercise behavior, anxiety disorders, and sport and motor performance are discussed, with a concentration on perceptions of self-confidence. The following chapter focuses primarily on hypnosis, with side studies on restricted environmental stimulation and meditation and sleep learning. The last part of the book presents findings from two relatively new fields in the area of human performance. Chapter 10 considers socially induced affect, and thought suppression is the topic of the final chapter. Contains 1,190 references. (KC)

ED 374 342 CE 067 325

Reed, Sheila
Income Generation and Money Management: Training Women as
  Entrepreneurs.
PUB DATE- Mar 94
NOTE- 67p.; Original title "Income Generation and Money
  Management: How To Train Gambian Women."
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-
  Classroom Use (For Administrative and Support Staff, and for
  Teachers, Parents, Clergy, etc. in Non-Classroom situations)
  (055)
DESCRIPTORS- Adult Basic Education; Business Administration;
  *Developing Nations; *Economic Development; *Entrepreneurship;
  Foreign Countries; Lesson Plans; *Money Management; Small
  Businesses; *Teaching Methods; Units of Study; *Womens Education
IDENTIFIERS- *Peace Corps

Washington State. The three goals of this study were: (1) investigate the level of agreement among drug treatment professionals on the placement of adolescents in different treatment programs; (2) evaluate the existing placement process; (3) identify the most important factors influencing primary treatment placement decisions. Seventy-two assessment files were gathered from various types of treatment facilities. Six major findings emerged: (1) the number of cases for which consensus was attained was higher in the Team Review than in the Independent Review, for both realistic and ideal placements; (2) in both the Independent and Team review, there was a very high level of correspondence between the realistic and ideal placements; (3) in the majority (68%) of cases in the Independent Review, the recommended primary treatment duration was the same for realistic and ideal placement; (4) there was a low level of agreement between the panelists' recommended placements and the actual treatment the clients received; (5) drug history factors were identified as paramount in making placement decision; and (6) little standardization of the adolescent assessment process exists. (KM)

ED 374 360 CG 025 490

Miller, Marna Geyer; Mayfield, Jim
Child Care Rates in Washington State: 1992.
PUB DATE- Jan 94
NOTE- 94p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Child Caregivers; Child Care Occupations; Children; Costs; *Day Care; *Day Care Centers; Early Childhood Education; *Financial Support; Full State Funding; Operating Expenses; Salaries; *State Aid; Wages
IDENTIFIERS- *Washington

The Washington State Department of Social and Health Services (DSHS) subsidizes child care for about 30,000 children each month. In 1992, telephone interviews were conducted with 1,179 child care centers and 1,277 licensed family child care homes throughout the state. An estimated 140,000 children were in licensed care at that time. Three major factors affected rates charged for child care: (1) wage levels and benefits provided to employees in centers; (2) the employment of paid assistants in homes; (3) liability insurance coverage in both centers and homes. Major findings from the study include: (1) between 1990 and 1992, the average rates for licensed child care increased 16.4 percent; (2) geographical differences in child care rates were similar to those observed in the 1987 and 1990 surveys; (3) child care rates varied with the age of the child; (4) on average, child care centers charged more than family homes; (5) in 1992 the DSHS maximum rates varied from the 3rd to the 73rd percentile of market rates; (6) in child care centers; rates tended to be higher when salary levels for teachers and aides were higher; and (7) in family homes, child care rates tended to be higher when providers employed assistants and when they carried liability insurance. (KM)

ED 374 361 CG 025 491

Knudson, Margaret R. W.; And Others
The Referral Process of School Intervention Programs in Washington State to Alcohol and Drug Assessment Centers: A Case Study of Four High Schools.
PUB DATE- May 92

DESCRIPTORS- Abortions; Acquired Immune Deficiency Syndrome; *Adolescents; Contraception; Intimacy; Pregnancy; Secondary Education; *Secondary School Students; *Sexuality; Social Attitudes; Social Values; Venereal Diseases
IDENTIFIERS- Adolescent Attitudes; *Sexual Attitudes; Sexual Experiences Survey; *Sexually Transmitted Diseases; United States

Although sexual activity is common among teenagers, it is not as widespread, and does not begin as early, as most adults believe. This report provides detailed data and analysis of sex among adolescents. Adolescent sexual activity is grouped in ten categories: (1) Rites of passage; (2) The context of adolescents' lives; (3) Sex among teenagers; (4) Risks and prevention of unintended pregnancy and STDs; (5) Incidence and consequences of STDs; (6) Adolescent pregnancy; (7) Outcomes of adolescent pregnancies; (8) Adolescent mothers and their children; (9) Organized responses to adolescent sexual and reproductive behavior; and (10) Where do we go from here? Although young people's sexual behavior today is broadly seen as problematic, no consensus exists as to what the problem is. Most adolescents have always experienced sex, but in the past it was closely linked to marriage, especially for young women. However, over the last century, puberty has slowly moved to earlier ages, as has the initiation of sexual activity, while marriage has been postponed to later years. Adolescents live in a more diverse country than the one their parents knew -- society, family, violence, and sexual messages differ dramatically from the standards of the previous generation. Included in this booklet are numerous graphs. Citations appear for all data. (Contains over 200 references.) (RJM)

ED 374 381 CG 025 679

Payne, Lauren Murphy; Rohling, Claudia
Just Because I Am: A Child's Book of Affirmation. Leader's Guide and Child's Book.
PUB DATE- 94
NOTE- 93p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Child Caregivers; Child Development; *Childhood Needs; *Child Rearing; Children; Elementary Education; *Experiential Learning; Family Environment; Human Dignity; Parent Child Relationship; *Self Esteem
IDENTIFIERS- Affirmation Strategy; *Self Concept Enhancing Activities

Every child deserves to believe that she or he is truly a wonder. Together with the children's book, the Leader's Guide provides a complete course on self-esteem for young children. The Guide endorses three core beliefs: (1) All children are inherently valuable without regard to gender, race, religion, family background, economic status, appearance, abilities, health, possessions, or any other factor; (2) All children have the right to feel good about themselves exactly as they are; and (3) A child's value is unconditional. The children's book introduces several important concepts that strengthen and support self-esteem. The Leader's Guide shows how to teach and reinforce those concepts in a hands-on, experiential way. The activities make full use of children's natural curiosity and creativity. The Guide is divided into chapters that correspond

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Audiences; Elementary Secondary Education; Higher Education; *Periodicals; *Reading; Research Tools; Writing for Publication
IDENTIFIERS- Educational Journals; Reading Journals

Focusing on periodicals that consistently carry materials about reading, this contributor's guide presents two lists of information on 215 journals, magazines, newsletters, newspapers, and yearbooks. Every periodical included appears alphabetically on each of the two lists. The first list offers information about editor, address, and editorial procedures. The second list is in the form of a matrix primarily because of the compactness of that format. It provides additional information including audience, the types of material published, editorial processes, and miscellaneous items. A sample of the survey sent to the periodicals is included. (RS)

ED 374 401 CS 011 830

Simic, Marjorie R.; Macfarlane, Eleanor C.
Family Book Sharing Groups--Start One in Your Neighborhood!
PUB DATE- 95
NOTE- 63p.; Published with EDINFO Press.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Cultural Enrichment; *Family Involvement; *Group Activities; *Literature Appreciation; Parent Child Relationship; *Recreational Reading
IDENTIFIERS- Community Ties; Family Communication; *Family Literacy; Reading Motivation; *Shared Book Experience

Predicated on the idea that one of the best ways to support individuals' book sharing with a special child in their lives is to establish a family book sharing group with people in the community, this book offers specific suggestions for organizing such a group and provides plans for at least six gatherings. According to the book, this book sharing practice allows parents to trade ideas with others about books they have enjoyed reading and improves family communication in general. Following a foreword which gives guidelines for organizing a group and answers some pertinent questions, the book is divided into six "gatherings": Gathering 1--Getting Started; Gathering 2--Motivating Children to Read; Gathering 3--Reading Aloud and Book Conversations; Gathering 4--More Book Sharing Strategies; Gathering 5--Looking Back and Looking Forward; and Gathering 6--Celebrate Success. A list of further resources is appended. (NKA)

ED 374 402 CS 011 831

Anderman, Eric M.
Motivation and Cognitive Strategy Use in Reading and Writing.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Dec 92
NOTE- 30p.; Paper presented at the Annual Meeting of the National

the student establishes a multi-voiced discourse and signals an intertextual relation between her text and Walker's; (4) signification, a term defined within the African American community as a "mark," an intended victim of a swindle or a taking notice or heed of; and (5) repetition, which is used for emphasis. The point here is that the concept of an academic essay needs to be expanded to make space for different kinds of literacy including that of the African American community. (Student essay is appended.) (TB)

ED 374 421 CS 214 471

Baer, Matthias; And Others
TextProF: A Metacognitive Intervention To Foster Students' Writing Ability.
PUB DATE- Apr 94
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994). Very small print in some figures may affect legibility.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Grade 10; High Schools; *Instructional Effectiveness; Intervention; *Metacognition; Writing Achievement; *Writing Improvement; *Writing Processes; Writing Research
IDENTIFIERS- Text Factors

A study examined the effectiveness of a metacognitive intervention that concentrated on eight subprocesses of writing and on executive procedures according to an "Orchestra Model" of text production. Subjects, 90 tenth-grade students, participated in the intervention which lasted for about six months and consisted of about 60 lessons. The intervention consisted of process-oriented and product-oriented training. A series of seven tests and evaluation procedures were used before and after the intervention. Results indicated that subjects in the intervention group paid significantly more attention to the analysis of the writing task and the construction of semantic deep structure. Other improvements concerned the imposition of a chronology on the semantic deep structure; the repertoire of external representation means for representing intermediate results of the text production process; and the evaluation of the evolving text. Subjects of the intervention group not only possessed more elaborate declarative knowledge, but they applied it in real writing situations as well. (A figure illustrating the orchestra model of text production and four figures of data are included.) (RS)

ED 374 422 CS 214 474

Harkin, Patricia
Research as Lore.
PUB DATE- Mar 94
NOTE- 13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (45th, Nashville, TN, March 16-19, 1994).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College English; *Cultural Context; English Instruction; Higher Education; Literary Criticism; *Student

NOTE- 67p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (Portland, OR, March 10-12, 1994).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Attitude Measures; Conservatism; *Educational Attitudes; Educational History; Elementary Secondary Education; *English Curriculum; *English Instruction; Liberalism; National Organizations; National Surveys; Political Attitudes; *Political Issues; Professional Associations
IDENTIFIERS- *Educational Issues; English Teachers; *Professional Concerns; Teacher Surveys

Noting that many varied organizations have become increasingly politicized and maintain strong interests in the nation's education agenda, a survey of national professional organizations examined to what extent conservatism and liberalism on political matters translated into a similar mind-set on issues in the English curriculum. To survey 23 primarily non-educational national organizations and 20 professional educational organizations, a 4-phase instrument questionnaire was created. Initial mail response was weak, but eventually a 77% response rate was gained. Data indicated that: (1) to teach or not to teach grammar has become an issue intertwined with basic values; (2) lack of awareness of published research and scholarly literature published on the teaching of English during this century surfaced in both groups; (3) a desire to stick with traditional policies and practices in English pedagogy became evident in the aggregate responses of both groups; (4) conservatives demonstrated support for older, more established practices in the teaching of written composition (especially in a commitment to grammar study) than did the more liberal groups; (5) conservatives steadfastly linked memorization with literary appreciation--their "xenophobic" perspective on American culture was further reflected in their clear preference for Anglo-Saxon literature over any multicultural emphasis; and (6) as they viewed the curriculum as a whole, conservatives expressed support for cultural rather than functional literacy alternatives, supporting English Only referenda and isolated skills testing. (Appendixes contain survey letter and form, language and composition as well as literature and curriculum analysis data, and specific interest groups analysis data. Contains 26 references.) (NKA)

ED 374 440 CS 214 513

Walters, Keith
Language, Literacy, and Spirituality in a Quaker Meeting and an AIDS Hospice.
PUB DATE- Mar 94
NOTE- 10p.; Revised version of a paper presented at the Annual Meeting of the Conference on College Composition and Communication (45th, Nashville, TN, March 16-19, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; Comparative Analysis; *Cultural Context; Discourse Modes; *Language Role; *Literacy; *Religion; *Writing (Composition)
IDENTIFIERS- Discourse Communities; Quakers; *Spirituality; *Text

Favorites, Friendships, Food, and Fantasy: Literature-Based Thematic Units for Early Primary. Volume One and Volume Two.
PUB DATE- 94
NOTE- 606p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- Childrens Literature; Class Activities; *Interpersonal Competence; Primary Education; *Thematic Approach; Theory Practice Relationship; Units of Study
IDENTIFIERS- *Emergent Literacy; Nursery Rhymes; Trade Books

Written for teachers who are interested in learning how to use literature to enhance emergent literacy growth, this handbook, in two volumes, focuses on how to implement integrated, literature-based, thematic units that stress the development of effective strategies required of independent, self-directed competent readers and writers. The first section of Volume One discusses research related to sound current theory and practice in the area of emergent literacy. The second section discusses salient aspects of implementing the units and introduces teachers to the Transactive Teaching/Learning Model which provides a daily framework for each unit. The third section of the handbook describes the daily teaching and learning activities for the "Old Favorites" (nursery rhymes and favorite tales) and the "Friendships" (developing social skills and cooperation) units that are of high interest to kindergarten and first-grade students. Included in each chapter are suggested discussion questions and literature bibliographies. An appendix discusses appropriate assessment for this age level and contains assessment instruments. The first section of Volume Two discusses research related to sound current theory and practice in the area of emergent literacy. The second section discusses salient aspects of implementing the units and introduces teachers to the Transactive Teaching/Learning Model which provides a daily framework for each unit. The third section of the handbook describes the daily teaching and learning activities for the "Food from the Farm" (Expanding the Learner's Horizons--Community and Environment) and the "Dragons from East and West" (Expanding the World of Imagination and Fantasy) units that are of high interest to kindergarten and first-grade students. Included in each chapter are suggested discussion questions and literature bibliographies. An appendix discusses appropriate assessment for this age level and contains assessment instruments. (RS)

ED 374 458   CS 214 535

Werner, Mark
Collaborative Invention in Computer Prototype Design: Negotiating Group Processes and Artifacts.
PUB DATE- 19 Mar 94
NOTE- 14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (45th, Nashville, TN, March 16-19, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College Students; *Communication (Thought Transfer); Computers; *Cooperation; *Group Discussion; *Group Dynamics; Higher Education; Vocabulary
IDENTIFIERS- Capstone Programs; *Technical Communication

DESCRIPTORS- *Apartheid; Cultural Context; Foreign Countries; Higher Education; *Interpersonal Relationship; *Playwriting; *Racial Relations; Racial Segregation; Secondary Education; *Theater Arts

IDENTIFIERS- Dramaturgical Role; *Fugard (Athol); *South Africa

Athol Fugard, a white South African playwright/actor/director of international renown, has worked toward the establishment of an integrated, multiracial theater not associated with the white South African establishment. In his plays, Fugard has made racism and the ravaging effects of racial tension come alive as he presents aspects of these problems on a personal level. Fugard studied anthropology and philosophy in college, hitchhiked through Africa, and worked on a tramp steamer before marrying an actress and beginning his first theater company in 1956. "Master Harold...and the Boys" was premiered at Yale Repertory Theater in 1982--it was banned for performance in South Africa as being too inflammatory. The play, containing autobiographical elements, explores the relationship between Hally, a white 17-year-old whose mother owns a teashop, and Sam and Willie, black men in their forties who work in the shop. As the play nears its climax, Hally demands that Sam call him "Master Harold," highlighting the fact that relationships between Whites and Blacks in South Africa are those between master and servant. "My Children! My Africa!" was produced in 1989 and deals with an older black teacher who hopes that violence can be avoided and change brought about by working within the system. Fugard's theater presents the universal themes of friendship, family, and the need for intimacy in a South African context. His plays offer examples of interracial relationships in which the individuals find common ground. (Contains 18 references.) (NKA)

ED 374 476 CS 508 687

Kreps, Gary L.; And Others

A Conceptual Model of Communication and Health Outcomes.

PUB DATE- Jul 94

NOTE- 20p.; Paper presented at the Annual Meeting of the International Communication Association (44th, Sydney, New South Wales, Australia, July 11-15, 1994).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Communication Research; *Communication Skills; *Health Promotion; *Health Services; Literature Reviews; *Models; Research Needs; Systems Approach

IDENTIFIERS- Communication Behavior; *Communication Strategies; Health Communication; *Health Outcomes

This paper examines the many assertions made in the health communication literature about the importance of communication as an essential process in promoting effective health care. If these assertions are true then researchers should be able to demonstrate the ways that communication influences the accomplishment of health care goals--how communication influences health outcomes. The paper examines the links between health communication and health outcomes, examines the health outcomes literature, and proposes a conceptual model of the role of communication in achieving advantageous outcomes in health care and health promotion based upon the systems transformation model. The paper concludes that the model can serve as a template for both guiding research on communication and health outcomes and for directing the health communication in children's programming debate since the 1960s, noting that the FCC refused to actively regulate programming. The next section of the paper discusses what has happened to the numerous bills regarding children's programming introduced beginning in 1977 designed to require greater quality and quantities of children's programming, leading up to President George Bush allowing the CTA to become law in 1990 without his signature. According to the paper, the FCC definition of educational and informational is "any television programming which furthers the positive development of children 16 years and under in any respect, including the child's cognitive/intellectual or emotional/social needs." The paper concludes that the FCC should provide a better operational definition of "educational and informational" if it expects broadcasters to comply with CTA. Contains 68 references. (RS)

ED 374 496   CS 508 707

Long, Marilee; Steinke, Jocelyn
Images of Science and Scientists on Children's Educational Science Programs.
PUB DATE- Aug 94
NOTE- 41p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (77th, Atlanta, GA, August 10-13, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Childrens Television; Content Analysis; Educational Television; Elementary Education; *Mass Media Role; Popular Culture; *Science Education; Sciences; Scientific Methodology; *Scientists; Television Research
IDENTIFIERS- Images

A qualitative study analyzed images of science and scientists in children's educational science programs on television to determine whether they conveyed the images found in other media. Four episodes of each of four 30-minute, non-animated programs ("Beakman's World" broadcast on CBS, "Bill Nye, The Science Guy" shown on independent stations, "Mr. Wizard's World" which airs on Nickelodeon/MTV, and "Newton's Apple" broadcast nationally on PBS stations) were analyzed. Results indicated that the programs perpetuated the image of science as truth, while providing little evidence for the image of science as magical and mixed evidence for the image of science as dangerous. Results also indicated that the programs perpetuated the image of scientists as omniscient and elite, and they did not promote the image of scientists as evil. Four other images of science and scientists emerged: science as fun, science as part of everyday life, science is for everyone, and scientists as benign. (Contains 28 references.) (Author/RS)

ED 374 497   CS 508 708

Hallahan, Kirk
Product News versus Advertising: An Exploration within a Student Population.
PUB DATE- Aug 94
NOTE- 23p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (77th, Atlanta, GA, August 10-13, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

junior high/middle, and high schools was analyzed. Five measures of school effectiveness were created. Then multiple analysis of variance and covariance was used to relate these measures to the level and type of training principals had received, controlling for several confounding influences. No evidence was found to suggest that principals' graduate training in educational administration improves the effectiveness of public elementary and secondary schools. It is recommended that further evidence be gathered before requiring graduate training for school administrators. Five tables are included. Contains 31 references. (LMI)

ED 374 515 EA 026 089

Wolfe, Jody Messinger; And Others
Calculating the Costs of Restructuring: A Tale of Two Professional Development Schools.
PUB DATE- Apr 94
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- College School Cooperation; *Costs; Elementary Secondary Education; Expenditures; Higher Education; *Partnerships in Education; Professional Continuing Education; *Professional Development Schools; *School Restructuring; Teacher Education; *Teacher Education Programs

In 1989, West Virginia University initiated a project to create a new vision for teacher education and for schools in West Virginia. With the support of the Claude Worthington Benedum Foundation of Pittsburgh, the school partnership is based on the Holmes Group concept of professional-development schools (PDSs), which provides a vehicle for school restructuring and teachers' active engagement with teacher education. This paper describes the first-year experiences of two participating schools--one elementary and one high school--to illustrate the average activities and costs of PDS implementation. Costs were incurred for the following cross-site project activities: teacher education centers, a cross-site steering committee, professional-development networks, a research team, and overall project administration. Findings suggest that restructuring is an expensive enterprise, involving a variety of resources and costs, some of which are difficult to calculate. In the first year, the high school spent $58,000 and the elementary school spent $48,000 to fund activities related to restructuring. These are conservative estimates of how much reform may cost annually, though it is difficult to generalize the amounts to all schools. Seven sample budgets are included. (LMI)

ED 374 516 EA 026 090

Coombs, Fred S.; Wycoff, Catherine E.
The Public's Role in School Reform.
PUB DATE- Apr 94
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..."

Morley, Cindy Lakin
How To Get the Most out of Meetings.
PUB DATE- 94
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Effectiveness; *Educational Planning; Elementary Secondary Education; Group Discussion; *Group Dynamics; *Interpersonal Communication; *Meetings; *Organizational Communication

Effective meeting leaders--people who know how to manage meetings, not just hold them--understand the two main arenas of any meeting: content issues and process activities. These two arenas are interdependent upon each other. This book is designed to help educators lead more effective meetings through increased process awareness. Chapter 1 offers suggestions for preparing for the meeting, which include defining its purpose, determining if the meeting is necessary, and selecting participants. The second chapter provides guidelines for developing the meeting agenda. Components to be considered are time, location, desired outcomes, persons responsible, and materials. Tips for facilitating the meeting are presented in chapter 3, such as opening the meeting, establishing ground rules, encouraging participation, and dealing with disruptive behavior. The concluding chapter discusses the importance of reviewing the action plan that was developed during the meeting. Nine figures are included. The appendix contains a meeting planning reference guide. (LMI)

ED 374 536 EA 026 112

Elrod, Ann L.
Teacher Tenure Reform: Problem Definition in Policy Formulation.
PUB DATE- Apr 94
NOTE- 46p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Conflict Resolution; Contracts; *Educational Policy; Elementary Secondary Education; Lobbying; *Policy Formation; *Political Influences; Political Issues; *Politics of Education; Problem Solving; *State Legislation; Teacher Rights; *Tenure; Unions
IDENTIFIERS- *Colorado

When Colorado's Tenure Reform Bill, House Bill 1159, was signed into law, the work of teachers was not significantly changed. However, the law did make some significant inroads in the work of administrators and streamlined the due process accorded to teachers in the event that dismissal becomes necessary. This paper addresses whether the legislative process worked in 1990 to bring about a policy that significantly changed education, and whether the problem-definition step in the policy-formulation process was the key piece to facilitating effective policy. Drawing from John Kingdon's (1984) conceptual framework of policy formulation, the paper examines the evolution of the tenure problem, the intensification of the problem, the opening diploma called the Certificate of Merit. The study sought to describe the student stratification systems in place prior to the implementation of the new policy and then to document any changes in those systems. Data were obtained from an analysis of student transcript records (which compared those of the class of 1986 with those of the class of 1989) and from interviews with a total of 343 teachers and 403 students. Findings indicate that, overall, students took more mathematics credits. Students in higher tracks persistently took more courses that would further their education and careers. However, the failure rates for lower track students increased. Also, there was some evidence that teachers did not uphold standards of high expectations for all. The unevenness in teacher knowledge about the Certificate of Merit helped to perpetuate inequities in access to educational opportunities. Three tables are included. Appendices contain frequency distributions of student transcripts by track and of student and teacher interviews by school and year. (LMI)

ED 374 556 EA 026 134

Wilson, Bruce; Natriello, Gary
Teacher Evaluation and School Climate.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 89
NOTE- 32p.; Earlier version of this report was presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 1987).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Environment; Elementary Secondary Education; Institutional Environment; *Organizational Effectiveness; *Teacher Evaluation

Could the establishment of extensive teacher-evaluation practices prove counterproductive if effective school climates are not created and maintained? This paper attempts to answer this general question by investigating two more specific questions: (1) Is there an inherent conflict between the activities associated with teacher evaluation and those elements typically associated with good workplace climate? and (2) What activities associated with evaluations and what elements of good climate lead to evaluation systems that are useful to teachers? Methodology involved analysis of data from 102 schools that participated in the School Assessment Survey (SAS), which used teachers' perceptions to measure key organizational characteristics of a school. Bivariate correlations and multiple regression analysis were used to analyze the relationship among five key dimensions of school climate--evaluation, influence, goal consensus, leadership, and communication. The four elements of evaluation (task assignment, criteria setting, sampling, and feedback) and two outcomes of the evaluation process (soundness and utility) were also analyzed. Findings indicate that there appears to be no inherent conflict between the activities associated with the evaluation of teachers and good workplace climate. Second, the key evaluation activities that promote the perceived soundness and utility of the evaluation process appear to be criteria setting, feedback, and facilitative leadership. One figure and two tables are included. (LMI)

ED 374 557 EA 026 135

the ADA.
PUB DATE- Jun 92
NOTE- 6p.; Paper presented at the International Personnel Management Association Assessment Council Conference (Baltimore, MD, June 7-11, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Civil Rights Legislation; *Compliance (Legal); *Disabilities; Employers; *Employment; Federal Legislation; Legal Responsibility; Psychological Evaluation; *Psychological Testing; Standards
IDENTIFIERS- *Americans with Disabilities Act 1990

This paper assesses the impact of the Americans with Disabilities Act (ADA) on preemployment psychological testing. The paper discusses rules and related guidelines of the Equal Employment Opportunity Commission (EEOC) and relevant case law under the Rehabilitation Act. EEOC rulings clarify the scope of what is intended to be included in the definition of mental impairment, indicating that the only limitation on the use of any preemployment psychological test is that the test may not disclose a mental or psychological disorder. The definitive resource on what constitutes a mental or psychological disorder is the "Diagnostic and Statistical Manual of Mental Disorders" (Third Edition, Revised). Tests or scales whose purpose is to disclose an impairment may only be used after a conditional offer of employment has been made. However, tests used to assess personality traits, behavior, attitudes, or propensity to act, when these are not symptoms of a mental disorder, may be used at the pre-offer stage. As commonly used psychological tests are not medical in nature and are not utilized to identify disabilities when used for employment screening, the specific time when such tests may be administered is not controlled by the ADA. (JDD)

ED 374 576 EC 301 967

Lozada-Larsen, Susana R.
The Americans with Disabilities Act: Using Job Analysis To Meet New Challenges.
PUB DATE- Jun 92
NOTE- 8p.; Paper presented at the International Personnel Management Association Assessment Council Conference (Baltimore, MD, June 7-11, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adults; Civil Rights; *Civil Rights Legislation; *Compliance (Legal); *Disabilities; Employment; Federal Legislation; *Job Analysis; Job Skills; Legal Responsibility; Occupational Information; Qualitative Research; Statistical Analysis
IDENTIFIERS- *Americans with Disabilities Act 1990

This paper focuses on the role that job analysis plays under the Americans with Disabilities Act (ADA). The most obvious use of job analysis data is in defining the essential functions of each job. The job analysis technique used should: list the functions of the job, define which functions are essential rather than marginal, and offer proof of essentiality. A

NOTE- 78p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Educationally Disadvantaged; Elementary Secondary Education; *Federal Programs; *Gifted; *Grants; Higher Education; *Program Descriptions; *Talent
IDENTIFIERS- *Jacob K Javits Gifted Talented Stdnt Educ Act 1988

This pamphlet describes grant projects funded in 1992 and 1993 under the Jacob K. Javits Gifted and Talented Students Education Program. The 34 projects are arranged by state; for each project, information provided includes the grantee name and address, project director name and telephone number, target grade level, target population, grant period, funding level, and summary of activities. Activities funded through this program include grants to assist state and local education agencies, institutions of higher education, and other public and private agencies and organizations to meet the needs of talented and gifted students; to create a national research center on gifted and talented education; and to highlight the needs and concerns of gifted/talented students. Projects receive priority if they serve youngsters who have limited English skills, are disabled, or are at risk of being unrecognized and underserved. Priority is also given to projects that improve services for talented students in an entire state or region. (JDD)

ED 374 595 EC 303 317

Fulk, Barbara J. Mushinski; Hirth, Marilyn A.
Perceptions of Special Education Program Effectiveness and Attitudes toward Inclusion.
PUB DATE- Apr 94
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Disabilities; Elementary Secondary Education; *Mainstreaming; Participant Satisfaction; Professional Development; Program Effectiveness; *Regular and Special Education Relationship; Self Evaluation (Individuals); Social Integration; Special Education; Student Placement; *Teacher Attitudes; Teachers; *Teaching Skills
IDENTIFIERS- *Inclusive Schools

This project, implemented collaboratively between a research/teaching university and a midwestern special education cooperative, gathered data from 517 regular education teachers regarding self-evaluation of skills for teaching students with disabilities, satisfaction with existing special education services, and attitudes toward an "inclusive" model of special education service delivery. Results revealed significant differences in teachers' perceptions of their skill level for serving regular versus special education students. The majority of respondents were pleased with in-service education sessions and other professional development options available. Feelings were generally positive regarding existing collaboration between regular and special educators and regarding social acceptance of students with disabilities by nondisabled students. Approximately two-thirds of respondents indicated that existing special services were effective overall. Teachers strongly felt that traditional service delivery options should programs. The importance of applying these guidelines only under the supervision of the treating physician is stressed. Additional features of the manual include a list of Advisory Panel members of the National Marfan Foundation, a list of organizational resources, and a glossary. Contains 78 references. (DB)

ED 374 613 EC 303 335

Bernhardt, Barbara A.
The Marfan Syndrome: A Booklet for Teachers.
PUB DATE- 92
NOTE- 14p.; Adapted from Anne H. Child and Diane L. Rust, "A Booklet for Teachers: The Marfan Syndrome."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Congenital Impairments; Elementary Secondary Education; Etiology; *Learning Problems; Medical Services; Physical Disabilities; *Special Health Problems; Student Participation; *Symptoms (Individual Disorders); *Teacher Role
IDENTIFIERS- *Marfan Syndrome

This booklet explains characteristics of Marfan Syndrome, an inherited disorder of connective tissue which can be life-threatening if untreated. Medical problems affecting various parts of the body such as the heart, the skeleton, the eyes and the skin associated with Marfan Syndrome are discussed. Possible medical emergencies are identified. Specific learning problems which may affect some children with Marfan syndrome are noted. Other topics considered include participation of children with Marfan syndrome in physical activities, how teachers can help these children, cause of Marfan syndrome, and treatment of Marfan syndrome. (DB)

ED 374 614 EC 303 336

Outcome Based Performance Measures for Illinois Citizens with Disabilities.
SPONS. AGENCY- Illinois Planning Council on Developmental Disabilities, Springfield.; Illinois State Dept. of Mental Health and Developmental Disabilities, Springfield.
PUB DATE- 91
NOTE- 110p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adults; Agencies; Community Programs; *Disabilities; *Evaluation Methods; Group Homes; *Normalization (Disabilities); *Outcomes of Treatment; Personal Autonomy; Residential Programs; Social Integration; Social Services; *State Standards
IDENTIFIERS- *Illinois; *Outcome Based Performance Measures

This manual presents suggested measures which are designed to examine the outcomes of support and service provision on the lives of people with disabilities in Illinois. Included are 30 measures for people and 16 measures for organizations. The measures were developed after initial input from people with disabilities participating in a Community Integrated Living course of study in liberal arts or math and science before studying for a graduate degree in education; and (3) encourage the growth of private schools. The paper also advocates small schools in which students work with a relatively small number of teachers, with some heterogeneous grouping and some homogeneous grouping in accelerated programs that are relevant to the curriculum. (Contains 55 references.) (JDD)

ED 374 633   EC 303 358

Ford, Carolyn; Fitterman, L. Jeffrey
Collaborative Consultation: Literature Review and Case Study of a Proposed Alternative Delivery System.
PUB DATE- May 94
NOTE- 75p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- *Consultation Programs; *Cooperation; Demonstration Programs; Elementary Secondary Education; Intervention; *Language Impairments; Mainstreaming; Models; *Regular and Special Education Relationship; School Restructuring; *Speech Impairments; Speech Therapy; Therapists
IDENTIFIERS- Florida (Lee County); *Inclusive Schools; *Teacher Collaboration

This paper examines collaboration and consultation relative to the current restructuring and inclusion movement in education. It presents the advantages of the collaborative consultation model for serving special students, particularly those with speech and language impairments and outlines the role of the speech language pathologist in collaborative consultation. The paper then describes the implementation of a pilot collaborative consultation model at three public schools in Lee County, Florida. This case study collected data from 13 teachers, in the areas of communication, personal growth, professional development, academic aspects, social/emotional student variables, program variables, parent variables, and formal documentation. The case study found that the collaborative consultation model is a model of best practice for all children and particularly for students with language and speech impairments. The implementation of a collaborative consultation model requires more teacher flexibility and planning time, reduces polarization between regular and special education teachers and students, and reduces the need for intervention with severe problems in the latter grades. Recommendations are offered for future collaborative models. Appendixes contain various forms and data from the survey forms. (Contains 30 references.) (JDD)

ED 374 634   EC 303 359

Feldt, Glenda D.
Improving Delivery of Vocational Evaluation Services for Secondary Special Needs Students in Norfolk Public Schools.
PUB DATE- Aug 93
NOTE- 172p.; Ed.D. Research Project Report, Nova University. Some appendices contain small print.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Delivery Systems; Disabilities; *Economically Disadvantaged; *Educationally Disadvantaged; Evaluation Methods; *Limited English Speaking; Models; Program

PUB TYPE- Journal Articles (080),Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Comparative Analysis; Elementary Education; Foreign Countries; Intermediate Grades; *Japanese; Language Research; Learning Theories; *Logic; *Native Language Instruction; Non Roman Scripts; *Sequential Learning; *Teaching Methods
IDENTIFIERS- *Kanji Script; *Mathetics

The purpose of this study was to compare the Gilbertian mathetical sequence (MS) with the Skinnerian logical sequence (LS) methodologies in their effectiveness for language teaching. A series of 3 experiments were designed to investigate the effect of MS and LS on the teaching of Japanese Kanji characters to 24 Japanese fifth-graders. The students were divided into two groups and received instruction on three consecutive Saturdays following either the MS or LS method. During each session, the students learned three Kanji characters. The study found that after the first session students in the MS group recalled fewer characters than the LS group. After the second and third sessions, however, the MS group recalled more characters than the LS group. These findings suggest that MS might be preferable to LS as a potential method for language teaching. (MDM)

ED 374 654 FL 022 222

Tanaka, Shigenori; Mizuno, Harumitsu
A Study on Basic Color Terms: Lexico-Semantic Development in Japanese-English Bilinguals in New York.
PUB DATE- Dec 83
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Research/Technical (143)
DESCRIPTORS- Bilingualism; *Color; Cultural Differences; Cultural Influences; Elementary Education; *Elementary School Students; *English; Foreign Countries; *Japanese; *Language Attitudes; Language Research; Lexicology; *Semantics
IDENTIFIERS- New York (New York)

The purpose of this study was to examine Japanese children's lexico-semantic development in English. Twenty-one bilingual Japanese 10- and 11-year-olds who resided with their families in New York City for an average of 2 years and 5 months participated in the study. The children were asked to write down as many Japanese color names as they could think of in 30 seconds. The obtained order of the color terms was interpreted within the framework of Berlin and Kay's (1969) universal hierarchy of color terms. The children were then asked to respond to the emotive tone of Japanese and English color terms. The children showed certain systematicity in their responses to the emotive tone of the color words. It is argued that their responses may have been triggered by universalic sensations inherent in a given color, cultural transmission, area-specific socio-cultural conditions, or idiosyncratic experiences. Contains 19 references. (MDM)

ED 374 655 FL 022 225

Mizuno, Harumitsu
How To Analyze Interlanguage Errors.
PUB DATE- 91
NOTE- 13p.; Journal published by Kanagawa University (Japan). A revised version of "How To Cross-Sectionally Analyse the Whole

LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Classroom Techniques; *Cognitive Processes; Educational Research; *Educational Strategies; Epistemology; Foreign Countries; Language Research; *Learning Processes; *Learning Strategies; Linguistic Theory; Second Language Learning; *Second Languages

A study of learning strategies in second language learning, of both English and other languages, presents a theory of the role learning strategies play and uses it to examine specific studies and to integrate research results. The research and theory described here are based on a cognitive information processing perspective of human thought and action, viewing language as a complex cognitive skill that can be described within the context of cognitive theory. An introductory chapter introduces some early studies on learning strategies in second language learning, and related theoretical background. This is followed by a rationale for cognitively-based theory in second language acquisition, and application of cognitive theory to a set of prevalent constructs emerging in the second language learning literature. Drawing on this theoretical foundation, methods of research on learning strategies, particularly collection of data, are then discussed. Four studies of strategies used by second language learners are analyzed, and conclusions are drawn. The issue of instructing learners in the use of learning strategies is addressed in a separate chapter, with reference made to two related studies. Finally, instructional models and materials for teaching learning strategies are outlined. A glossary and substantial bibliography are included. (MSE)

ED 374 676 FL 022 445

Jungheim, Nicholas O.
Assessing the Nonverbal Ability of Foreign Language Learners.
PUB DATE- Apr 94
NOTE- 49p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; College Students; *English (Second Language); Evaluation Methods; Foreign Countries; Higher Education; *Language Proficiency; *Language Tests; Measures (Individuals); Native Speakers; *Nonverbal Communication; Oral Language; *Role Playing; Second Language Learning; Statistical Analysis; Testing
IDENTIFIERS- Japan; Japanese People; Speaking Proficiency English Assessment Kit; Test of English as a Foreign Language

This paper discusses a study that sought to design an instrument for assessing the nonverbal ability of foreign language learners. The subjects were 28 educated Japanese non-native speakers (NNS) of English and 20 educated North American native speakers (NS) of English. Materials used were the institutional Test of English as a Foreign Language (TOEFL) for linguistic proficiency, the SPEAK test for oral proficiency, and a series of four role plays for the collection of nonverbal data. Proficiency tests were administered to NNS subjects paired according to the results of the TOEFL. NNS and NS subjects performed the three plays in pairs and the fourth with the identified the public's concern and lack of understanding of the goals and strategies of school-to-work programs as one of the most persistent barriers. The number and types of programs to facilitate school-to-work transition varied by state as well as the extent to which the state promotes or supports each model. (YLB)

ED 374 224 CE 067 120

Fact Finding Report. Commission on the Future of Worker-Management Relations.
PUB DATE- May 94
NOTE- 174p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Collective Bargaining; *Employer Employee Relationship; Labor Conditions; Labor Economics; *Labor Legislation; *Labor Relations; Personnel; *Personnel Management
IDENTIFIERS- National Labor Relations Act

This report presents findings of a commission that held hearings and examined quantitative and qualitative evidence on the current state of worker-management relations in the United States. Chapter I identifies those facts about the changing economic and social environment that bear directly on the mission statement of the commission (to ensure that workers and managers work together more effectively) and highlight the challenges these facts pose for existing workplace practices, worker-management relations, and labor regulations. Chapter II reviews the facts with respect to employee participation and labor-management cooperation. Sections report on the following: views of workers, managers, and labor leaders; the extent of employee involvement; the issues addressed in these processes; the evidence on their effects on economic outcomes; their prospects for diffusion; and the legal issues they raise. Part A of Chapter III focuses on how effectively the National Labor Relations Act (NLRA) works in providing workers the free choice whether or not to bargain collectively with their employers. Part B considers workers not covered by the NLRA, including contingent workers, the construction sector, and workers in the railroad and airline industries covered by the Railway Labor Act. Chapter IV examines employment regulation, litigation, and dispute resolution. Appendixes include historical perspectives on the work of the commission and its national and regional meetings. (YLB) the differences between talk that stagnates and talk that stimulates in organizations; (2) deconstruct narratives to find caps, contradictions, and limiting assumptions; (3) promote a learning environment by expressing and challenging these assumptions; (4) cooperate to create a truly collaborative community built upon trust and risk; and (5) foster active and continual critical reflection. (Contains 57 references.) (KC)

ED 374 244   CE 067 150

Powell, Bob, Ed.
Adult Learners and the Further and Higher Education Act 1992. A Review of the Debate.
PUB DATE- 92
NOTE- 69p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adult Education; Adult Learning; Disadvantaged; *Educational Finance; *Educational Legislation; Federal Legislation; Foreign Countries; Lifelong Learning; Postsecondary Education; Special Needs Students
IDENTIFIERS- *Further and Higher Educ Act 1992 (Great Britain)

This publication is a record of the Parliamentary debate on adult education that accompanied the publication and eventual passage of the Further and Higher Education Act in Britain in March 1992, with a commentary on the development of major issues as the legislation proceeded. Chapter 1 provides a summary of the main measures of the act and identifies sections of particular importance for adult educators. Chapter 2 presents extracts of debate in both houses regarding the importance of adult learning. Where it is helpful, a brief editorial comment has been inserted to place the quoted extract in context. Chapter 3 contains extracts from ministerial replies to amendments made during the passage of the bill, together with clarifying editorial comment. The material is presented to give an indication of the policy intent behind the legislation and to illustrate ways in which the act might be implemented. These topics are considered: statutory duties, the Further Education Funding Council (FEFC) sector, FEFC operation and funding, the local education authority sector, quality, special needs, institutions in the FEFC sector, and other issues--Open College Networks, Welsh, literary tuition, prison education, and trade union education. (YLB)

conference because they are on short-term contracts or do not have budget or time to travel. A project was conducted to address their need for professional development. During the first part of the project, a needs assessment was conducted. A questionnaire was developed and mailed to about 550 adult education practitioners in British Columbia, with a response rate of about 50 percent. The greatest rate of return was from the northwest region, although the greatest number of replies were received from the Lower Mainland and Vancouver Island. Sixty-two percent of the respondents were instructors, 14 percent combined some instruction with responsibilities for program coordination, another 16 percent were coordinators only, and the remainder were in miscellaneous positions. Fifty-eight percent of the respondents had 1-10 years experience in ABE, and 35 percent had more than 10 years in the field. Almost half of the respondents had never attended an annual conference on ABE. Respondents rated 10 topics most important for their professional development: learner diagnosis and assessment, creating learning materials, strategies for teaching people with learning difficulties, strategies for teaching critical thinking, strategies for teaching reading, strategies for teaching writing, strategies for computer-assisted instruction, counseling topics, strategies for teaching numeracy, and strategies for teaching life skills. Based on this needs assessment, a series of 8 workshops, attended by a total of more than 100 educators, were conducted throughout the province. (The needs assessment instrument and workshop outlines are appended to the report.) (KC) entrepreneurship, entrepreneurship opportunity awareness, overview of entrepreneurship, open for business, and risks and rewards. Content notes, basic information needed for the models, is provided in the fourth section of the guide, followed by a section listing additional ideas for infusing entrepreneurship awareness. A listing of commercial materials for infusing entrepreneurship is followed by an annotated bibliography containing 25 references. (KC)

Learning Modules; Literacy Education; Mathematics Skills; *Numeracy; Trade and Industrial Education
IDENTIFIERS- *ABCs of Construction Project; *Millwrights; Workplace Literacy

Developed as part of the ABCs of Construction National Workplace Literacy Project, this instructional module consists of instructional materials and application problems designed to help persons employed as millwrights learn to measure decimals. The six exercises included in the module each consist of series of problems in which students are required to measure, read, add, and subtract decimals and use the "OPEN" (Operation, Pick, Execute, Note) approach to working with decimals. (MN)

ED 374 304 CE 067 242

Meaning from Context. Pipefitter.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 92
NOTE- 29p.; For documents related to this project, see CE 067 219-251.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Basic Skills; Behavioral Objectives; Building Trades; Competency Based Education; Content Area Reading; *Context Clues; Individualized Instruction; Learning Activities; Lesson Plans; *Literacy Education; *Plumbing; Reading Comprehension; Reading Skills; Trade and Industrial Education; Vocabulary Development; *Vocabulary Skills
IDENTIFIERS- *ABCs of Construction Project; *Pipe Fitters; Workplace Literacy

Developed by the ABCs of Construction National Workplace Literacy Project, these curriculum materials for the occupational area of pipefitter contain two lessons that deal with getting meaning from context. Each lesson consists of an objective, instruction, and exercises. Lesson 1 contains 11 exercises, and lesson 2 has 12. The objective of lesson 1 is for the student to be able to define unknown words by examining the familiar words that surround them; lesson 2's objective is to define words using clues in the sentence provided by the author. (YLB)

EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Articulation (Education); *Competency Based Education; *Education Work Relationship; Employment Potential; *Integrated Curriculum; Job Skills; *Learning Activities; Lesson Plans; Postsecondary Education; Secondary Education; State Curriculum Guides; *Teaching Methods
IDENTIFIERS- Indiana; *Secretarys Comm on Achieving Necessary Skills; *Tech Prep

This document contains 50 applications-based lessons developed during the 1993-94 school year as part of the Indiana Region 10 Tech Prep Project. The lessons were developed by 91 secondary and postsecondary educators and are modeled around the SCANS (Secretary's Commission on Achieving Necessary Skills) competencies. The applications-based lessons attempt to bridge the gap between school and work and are designed to encourage students to develop specific content skills in English, math, science, business, and industrial technology while getting better at managing resources, working with others, dealing with information, understanding systems, and using technology. The lessons are built around long- and short-term projects. The format includes a description of the project, activities that take place in each of the SCANS competency areas, a timeline and materials list, and content competencies of which students can demonstrate mastery during the project. Some of the project topics include the following: calculating interest on investments, designing a school lunch menu, school attendance (statistics), broadcast news, creating a business, autobiographies, finding a job, creating booklets on computers, creating a videotape, student store, money management, and payroll and taxes. (KC)

Based on a workshop in Gambia in 1989, this manual was developed to help Peace Corps workers to develop training techniques for teaching women to run businesses producing and selling local products and to manage money. Topics covered include the following: (1) the role of the facilitator in adult learning; (2) problems women face in controlling their finances; (3) project development and marketing; (4) quality control; and (5) numeracy and bookkeeping. Simple plans (suitable for use with illiterate persons) for workshop training sessions that can be replicated easily in village settings are offered. The plans include a topic, target group, duration, objectives, procedures, and preparation and materials. An appendix describes three women's projects. Resources include 6 references on teaching numeracy and literacy and 19 references regarding projects for women. (KC)

ED 374 343   CE 067 331

Self-Esteem: Issues for the Adult Learner.
SPONS. AGENCY- National Inst. for Literacy, Washington, DC.
PUB DATE- 94
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Learning Disabilities; *Literacy Education; Personal Narratives; *Self Esteem

This issue of a newsletter on adult literacy and learning disabilities focuses on self-esteem. Contributors include a professional in learning disabilities, an adult basic educator, a state literacy resource provider, and two adult students who tell how they overcame struggles with low self-esteem to confront their literacy difficulties and learning disabilities. The following articles are included: "How Not to Feel Stupid When You Know You're Not: Self-Esteem and Learning Disabilities" (Sally L. Smith); "Breaking the Low Self-Esteem Cycle" (Judy-Arin Krupp); "Stacking the Deck: Four Aces of Self-Esteem" (Linda Andresen); "Anger and Frustration: Manifestations of Low Self-Esteem" (Cheryl Ashe and Cammie Pisegna, as told to Charles W. Washington); "No More Pity Parties" (Billie Kenner, as told to Kathy Copps); "Tim's Story" (Tim King, as told to Neil Sturomski); and "Tips to Help Improve Self-Esteem." (KC)

NOTE- 88p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; *Alcohol Abuse; Consultation Programs; Counseling; *Drug Abuse; Guidance; High Schools; *Intervention; Organizational Communication; Prevention; *Referral; *School Role
IDENTIFIERS- Washington

This report presents the analysis of a descriptive study of adolescents (n=590) at four Washington high schools who were assessed for substance abuse. Areas of concentration in evaluating referral processes are as follows: (1) general information regarding communication between school staff and Consultation Programs; process within the school to a substance abuse specialist; (3) the assessment process which occurs when students are "at risk"; (4) communication between the school and the treatment agency; (5) the re-entry of students to school and recovery support programs. The study concluded administrative support for prevention/intervention programs is of utmost importance. School counselors found school-based referral and treatment programs to be effective because of easy access to students and the comparative stability of the school in students lives. Checklists of student behavior patterns are the primary referral tool at each school. While the point of assessment varied among schools, the importance of having a stable referral and assessment process was emphasized. The majority of students in inpatient treatment returned to school, but continuous tracking records were not kept in any of the schools. (KM)

to the children's book sections. Each chapter has four parts: (1) an opening statement about the concept being presented; (2) a series of goals that describe the main ideas; (3) activities to try with children; and (4) suggestions for follow-up that reinforce the concepts taught in the lesson. (RJM)

ED 374 382 CG 025 768

Walker, Kristi L.
Attitudes toward Parenting.
PUB DATE- 25 Jul 94
NOTE- 84p.; Master of Science Thesis, Fort Hays State University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Attitude Change; Caregivers; Child Caregivers; *Child Rearing; Family Attitudes; *Father Attitudes; Fathers; *Mother Attitudes; Mothers; *Parent Child Relationship; Parent Influence; *Parents
IDENTIFIERS- Kansas (Decatur County); Parenting Styles; Parent Overprotection

Parenting attitudes have changed over the ages. This thesis examines past and current viewpoints toward parenting. The independent variables analyzed here include parents' gender, age, marital status, number of children, and children's ages. Dependent variables were taken from scores on four subscales of the Parental Attitudes toward Child Rearing Questionnaire: Warmth, Encouragement of Independence, Strictness, and Aggravation. The sample of 95 questionnaires was collected from randomly selected parents in a Kansas school district. Results supported three generalizations: (1) female parents value warmth more than male parents; (2) female parents are more concerned with aggravation than male parents; and (3) parents of children aged birth-5 years old value warmth more than parents with children aged 6-10 years old. The thesis reports significant statistical interactions for gender of parent, age of parent and encouragement of independence; age of parent, number of children, and encouragement of independence; number of children, age of children, and encouragement of independence; age of parent, marital status of parent, and warmth; age of parent, marital status, and encouragement of independence; gender of parent, age of parent, and strictness; and gender of parent, marital status of parent, and strictness. Included are five comparative tables. Contains 52 references. (RJM)

Reading Conference (42nd, San Antonio, TX, December 2-5, 1992).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Affective Behavior; *Cognitive Style; Junior High Schools; Literacy; Reading Research; Sex Differences; *Student Motivation; Writing Research
IDENTIFIERS- *Middle School Students

A study examined the relationships among early adolescents' motivational goal orientations (task and ability focus), cognitive processing strategies, self-efficacy, and expectancy-value for literacy activities. These factors appear to vary by gender, academic status (special education, at-risk, and not-at-risk), and grade level. Subjects, 678 middle-school students from a largely "blue collar" district near a major city in the midwest, completed a self-report questionnaire. For students who are learning-focused, findings support use of deep-level cognitive processing strategies such as monitoring of comprehension, paraphrasing, and summarizing; students who are ability-focused tend to use surface-level cognitive processing strategies such as memorization, copying, and rehearsal of information. The relationships between these variables and performance on several standardized measures of language and reading achievement were also measured. Results indicated that (1) self-efficacy was the most powerful predictor of success; and (2) those students who valued literacy activities and were learning-focused tended to do worse on some standardized tests than their peers. Findings suggest that educators should place greater emphasis on the relationships between motivational and affective factors with strategy usage, rather than referring to gender and academic classifications such as "at risk" or "special education" when considering the ways in which adolescents approach reading and writing activities. (Contains 12 references and five tables of data. An appendix presents a list of the constructs and items of the students' scales and four figures of data displaying the motivational, affective, cognitive, and achievement-related belief scales.) (RS)

Attitudes; *Student Characteristics; *Student Needs; *Teacher Role; Teacher Student Relationship
IDENTIFIERS- Agency Theory; English Teachers; Postmodernism

In attempting to reach their students, college English teachers must take seriously the postmodern sensibility as it is oriented to a culture of commodification. Instructors should face this commodification head-on, using it to show students that they have agency as consumers. This forthright acceptance of the 1990s orientation does more to help teachers reach students than do other theories such as that of Gerald Graff in "Beyond the Culture Wars." Beneath the superficial differences in musical tastes, clothing and hairstyles, the student today, Graff implies, is basically the same as Graff himself was at that age. In "A Constrained Vision of the Writing Classroom," Louise Wetherbee Phelps criticizes Sharon Crowley for her theories which weaken "our conception of students as agents of their own future." Graff and Phelps notwithstanding, today's students are fundamentally different in at least one respect: they do not and cannot have the sense of agency that previous generations have had because the political climate is fundamentally different. If students resist traditional "belles lettres" or postmodern theories of empowerment--as Graff and Phelps suggest--this resistance is substantial; it is rooted in a sense that neither system will provide them with agency. However, instructors who acknowledge the real constraints of commodity capitalism might help students to use this culture to their advantage. Using a Taster's Choice television ad to discuss "Dover Beach" would be one approach for teachers. (TB)

Factors
Examining two very different contexts, a non-pastoral Quaker meeting and an AIDS hospice, offers insight into the complex nature of writing and literacy in spiritual contexts. Such a program is unapologetically comparative, seeking not the "right" view of spirituality but rather a view of how spirituality is expressed through language. Specific considerations were: (1) how the researcher can know when he or she has located a spiritual site of composing; and (2) how a text produced in one mode--whether spoken, written or signed--is related to a text that might be produced or have been produced in another. In a Quaker meeting spoken messages generally contain a narrative of sorts followed by a lesson or observation. Furthermore, bulletin boards, newsletters, tracts, and pamphlets are all forms of literacy circulated at Quaker meetings. As a communal production, the state of the meeting report raises important questions for literacy: How might this text be seen as a manifestation of spirituality? What can it teach us about spiritual sites of composing? The 12 steps that lead to the document's production are worth examining. Similarly, a number of literate activities are at work at an AIDS hospice: keeping of journals, reading silently or aloud, record keeping, labeling of medicines. Should the AIDS hospice be thought of then as a spiritual state of composing? (Contains a copy of state of the meeting report.) (TB)

A study looked at four groups of mostly senior graphic and industrial design students in their final semester capstone course--a collaborative studio project intended to give them the opportunity to apply their design expertise to real-world problems for real clients. The study examined the ways in which one of these groups used arguments to handle the developmental and communication-based difficulties of approaching an open-ended project. Data were collected through structured and semi-structured interviews, direct observations, and archived documents and drawings. The scenario called for the participants to design the next family of Apple computers; the largest computer was to be a desktop sort and the others hand-held or wearable. A vocabulary developed by the observation team proved helpful in evaluating the functioning of the student design team: requirements (features considered necessary for the proposed design); criteria (the norms that are necessary to fulfill the design requirements and the relative weight that should be given to each of these norms); models (prior designs that can serve as potential analogs to the current design); plans (which exist at the confluence of requirements, criteria and models); and prototypes (more costly than plans, they are refined enough to "work"). An examination of how one group worked through these various stages shows the enormous potential for conflict, frustration and confusion. Generally, however, the student group worked smoothly, especially after plans and prototypes were on the table. (TB)

activities of interdependent participants in the modern health care system to promote desired health outcomes in health care/health promotion efforts. Contains 44 references. A table listing specific health outcomes by category (according to the cognitive, behavioral, and psychological effects on individuals) and a figure illustrating the model are included. (Author/RS)

ED 374 477 CS 508 688

Jones, Robin; Simonds, Cheri
Challenge Behavior in the College Classroom: What, When, and How Often?
PUB DATE- Apr 94
NOTE- 30p.; Paper presented at the Annual Meeting of the Central States Communication Association (Oklahoma City, OK, April 7-10, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Communication; Classroom Environment; *College Instruction; Communication Research; Higher Education; *Student Behavior; *Teacher Student Relationship
IDENTIFIERS- Challenge; *Communication Behavior; *Communication Strategies

A study explored how students challenged teachers in order to seek information, how often they employ certain strategies, and at what point in the semester they used certain strategies. Subjects were students in four classes with a maximum enrollment of 25 each from two southwestern universities. Half of the participants were enrolled in a hybrid speech course from a large university and half were enrolled in a basic speech course from a smaller university. Every two weeks for a semester, subjects recorded how often 35 behaviors occurred in the classroom. Results indicated that students challenged teachers to seek information regarding evaluation expectations, practical explanations, procedural rules, and power plays. Results also indicated that students employed these strategies frequently throughout the semester, and that certain types of behaviors became more apparent at certain times. (Contains 28 references.) (RS)

(150),Reports - Research/Technical (143)
DESCRIPTORS- *Advertising; Comparative Analysis; Higher Education; *Information Sources; Mass Media Effects; Media Research; News Reporting; *Student Attitudes; Student Surveys; Undergraduate Students

An exploratory survey (part of a larger study) examined the relative effectiveness of news versus advertising as sources of product information. Subjects, 140 undergraduate students enrolled in an introductory public speaking course or a course in visual communication, completed a 5-page media interest survey. Results indicated that news rates favorably, based on belief and attitudinal measures. However, mixed results were obtained when respondents were asked to specify which sources of information they were likely to use when purchasing a product or service. Findings suggest that although individuals might be positively predisposed toward news versus advertising, the effect is probably conditional in nature. The next stage of the research project is designed to test claims about the superiority of news within the context of a variety of variables that might moderate its effects in a controlled setting. (Contains 44 references and 5 tables of data.) (RS)

(150)

DESCRIPTORS- Educational Improvement; Educational Policy; Elementary Secondary Education; *Policy Formation; Politics of Education; *Public Opinion; *Public Schools; *Public Support; *School Restructuring; Social Attitudes

During the last decade, the discovery that most voters believed that public schools were in need of improvement fueled the educational reform movement. This paper examines the public's role in education, with a focus on reasons for the public's failure to actively support educational reform. A review of recent surveys indicates that although most American citizens are uninformed, uninterested, and not actively engaged in the major educational reform issues, they may still play important, but less direct, policy-shaping roles. First, the public can be counted on to provide general support for almost any issue promising school improvement. Second, they believe strongly in the need for school improvement and can electorally punish political leaders. Third, public opinion may more directly affect the resolution of school issues stemming from broader societal and religious differences. Fourth, citizens can thwart the implementation of reforms. Fifth, citizens may become more directly engaged in local school-improvement issues than in national issues. Although most citizens are concerned about the state of American schools and support reform proposals aimed at improving schools, there is little evidence that they would demand a fundamentally restructured curriculum or school organization especially when costs became apparent. One figure and three tables are included. (LMI) of the policy window, the actions of key players, special interest agendas, the formulation of the policy, and finally, the lessons that can be learned from the process. A conclusion is that, in the past, policy-formulation models described policy as a process comprised of four steps: (1) general awareness; (2) generation of alternatives to solve the problem; (3) formulation of a solution; and (4) justification of the solution. Findings of this study suggest that the success of this model depends on several critical aspects. A revised problem-definition policy-formulation model and its specific stages is outlined. (LMI)

ED 374 537 EA 026 113

Stein, Nan
Seeing Is Not Believing: Sexual Harassment in Public School and the Role of Adults.
PUB DATE- Apr 94
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Advocacy; Child Welfare; Civil Rights; Discipline Policy; Elementary Secondary Education; *Peer Relationship; *Public Schools; *School Role; Sexual Abuse; *Sexual Harassment; *Student Behavior; Student Needs; Victims of Crime

Peer-to-peer sexual harassment is rampant in elementary and secondary schools. While sometimes identified and curtailed, it is usually tolerated and characterized as normal. Regardless of the ways school authorities regard sexual harassment, it interferes with a student's right to receive equal educational opportunities and violates Title IX. This paper describes the experiences of students who have experienced sexual harassment by their peers and discusses its ramifications. A conclusion is that, ultimately, a strategy to attack sexual harassment in schools needs to aim at a transformation of the broader school culture. The problem must become a public concern. Finally, action should be taken in conjunction with efforts to reduce other practices that promote inequalities, such as tracking, standardized testing, biased curricula, and classroom pedagogies. (LMI)

Wilson, Bruce; And Others
Local Variation in Response to State Reform of High School Graduation Requirements.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 89
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Curriculum Development; Educational Change; *Graduation Requirements; High Schools; Local Government; *Resistance to Change; *School Restructuring; *State Curriculum Guides; *State Standards
IDENTIFIERS- *Maryland

A common way to control curriculum at the state level has been to implement changes in high school graduation requirements. This paper documents the variation in responses across five diverse high schools in Maryland, as the schools implemented new high school graduation requirements mandated by the State Board of Education. In 1985, the board mandated two high school diplomas--the regular high school diploma and an advanced diploma, or Certificate of Merit. As part of a larger longitudinal study, this paper presents findings derived from: (1) in-depth interviews with students, teachers, counselors, and building administrators; and (2) analysis of individual student transcript records. Findings show that the five schools framed the new graduation requirements differently; interview participants construed the changes as having unique meaning for their particular school, its faculty and students, its organizational structures, and its departmental resources and curricula. The data suggest that challenging responses to state-initiated mandates flourish in the local schools and that perhaps decisions about what constitutes "improvement" are best reserved for those who best know and understand the local context. Five tables are included. (LMI)

quantitative approach to job analysis distills information into objective, empirical data that are amenable to analysis across positions, jobs, or job families. In a qualitative approach, narrative descriptions are obtained from public sources, commercial sources, or written by personnel administrators or employees. It is doubtful that any qualitative technique would produce the kind of information necessary for compliance with ADA. The job analysis should define the functions of the job in such a manner so as not to confuse "what" is accomplished with "how" it is typically accomplished. The job analysis should also examine work schedules; machines, equipment, or devices used; and the work environment or facilities. Not all job analysis techniques are equally suited to ADA requirements for job information. The cost of choosing the wrong technique could be substantial, ranging from failure to establish proof of essentiality to obfuscation of means of reasonable accommodation. There is probably no one job analysis technique that can meet all the requirements of ADA. (JDD) be available in addition to inclusion, and that placement decisions should be made on an individual basis. The majority felt that inclusion was being "forced" on them. Fifty percent of respondents stated that they were personally supportive of inclusion, and 37 percent said they were not. Teachers felt that improved services would result from smaller class size, more time for collaboration between regular and special educators, modifying assignments and tests for students with disabilities, and building principal support for inclusion. (JDD)

Arrangements program and are intended to be used in the evaluation process by review teams during on-site visits. The measures and the accompanying questions are designed to obtain information from either the individual involved and/or those who know the person best. Outcome measures for people address the following areas: personal goals, choice, social inclusion, relationships, rights, dignity and respect, health, environment, security, and satisfaction. The measures for organizations cover the areas of health and safety, fiscal management, human resource management, planning, and evaluation. For each measure the guidelines address interview questions, checking of documentation, observation, outcome questions, organizational process questions, and special considerations. (DB)

ED 374 615   EC 303 338

Bulik, Robert J.
A Need for Curricular Revision in Public School Special Education.
PUB DATE- Apr 94
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Curriculum Development; *Disabilities; Educational Needs; High Schools; High School Seniors; *Independent Study; *Learning Strategies; Postsecondary Education; *Public Schools; Secondary School Curriculum; *Self Management; Special Education; *Special Needs Students; Study Skills; Transitional Programs

This study was developed to examine some possible reasons for the poor transition outcomes of students with exceptional needs even when provided with the structure and support of an Individualized Education Program, certified teachers, limited class sizes, and transition support. An extensive review of the literature precedes the research report. The report notes that postsecondary adult education theory assumes that high school graduates possess the basic competencies for self-directed learning. The study used the Self-Directed Learning Readiness Survey with 10 graduating seniors identified as either learning disabled or emotionally disturbed. All student scores fell in the lower 16th percentile range on self-directed learning readiness. Discussion of results focuses on the lack of "mesh" between secondary and postsecondary educational theory and the need to include the development of self-directed learning skills in the secondary special education curriculum. Contains 35 references. (DB)

Development; Secondary Education; Secondary School Students; Special Needs Students; Student Evaluation; *Vocational Evaluation
IDENTIFIERS- *Norfolk City Schools VA

When legislation extended vocational assessment services to limited English proficient and economically/educationally disadvantaged students, which comprise 72 percent of grade 8-12 students in Norfolk (Virginia) Public Schools, innovations were needed to offer expanded services without additional personnel. A multiphase model of vocational assessment for special populations was developed, based on interviews with leaders in the field of vocational evaluation, a statewide survey of vocational evaluation centers, and a review of the literature. The Management Information Systems office tabulated information on students to identify those who met federal and state definitions of special populations. The middle school guidance and testing personnel added the Differential Aptitude Test to their testing program. Thus, the practicum resulted in all eighth grade students receiving a vocational aptitude and interest test, students with disabilities receiving streamlined vocational evaluation services, and fewer students needing a comprehensive vocational evaluation. The model has been cost-effective and complies with regulations. Appendixes provide survey forms, survey data, and administrative documents. (Contains approximately 60 references.) (JDD)

Process of Interlanguage," paper presented at the World Congress of Applied Linguistics (9th, Greece, April, 1990).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Journal Articles (080),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Error Analysis (Language); Foreign Countries; *Interlanguage; *Language Research; *Linguistic Theory; Research Methodology; Second Language Instruction; *Second Language Learning; Teaching Methods; *Transfer of Training
IDENTIFIERS- Japan

This paper presents an approach to analyzing the process of second language acquisition, entitled Interlanguage Analysis (IA). IA regards the transitional linguistic system from the learner's first language (L1) to the target language (L2 to TL) as interlanguage (IL). IA seeks to obtain pedagogical implications by clarifying: (1) the types of errors in the use of certain items in the target language; (2) the process through which the errors occur; and (3) the various constraints that intervene in the whole process of interlanguage. The goals of IA include the establishment of a well-knit theory of foreign language acquisition, the elucidation of teaching and learning methods and materials, and the establishment of a data-bank of universal grammar. Contains 19 references. (MDM)

researcher's NS assistants. Role plays were transcribed and coded for three nonverbal behaviors, head nods, gaze direction changes, and gestures. Descriptive statistics, including reliability and standard error of measurement for the proficiency tests were calculated for the two tests and three nonverbal behaviors in role plays 2 and 3. A significant difference was found for head nods in role play 4. A set of scales for assessing nonverbal ability was constructed on the basis of the quantitative and qualitative analysis of the nonverbal behaviors in the role plays. Results of the study indicate that it is possible to define degrees of nonverbal ability. (Author/JL)

ED 374 677 FL 022 449

Kidd, Richard; Marquardson, Brenda
The Foresee Approach to Content-Based ESL Instruction.
PUB DATE- Mar 94
NOTE- 39p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (28th, Baltimore, MD, March 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Techniques; Cognitive Processes; *English (Second Language); Foreign Countries; *Learning Strategies; Lesson Plans; Linguistic Theory; Models; *Second Language Instruction; *Teaching Methods
IDENTIFIERS- *Content Area Teaching; *Foresee Approach

This paper describes the Foresee Approach, a recently developed model for integrating content, language, and learning strategies instruction in the English-as-a-Second-Language (ESL) or part ESL classroom. The Foresee model is an extension of Chamot and O'Malley's Cognitive Academic Language Learning Approach (CALLA), resembling the latter in comprising both theoretical and practical components. The Foresee theoretical model guides the formulation of instructional objectives in the three categories above, while the Foresee application process provides a general formula for designing integrated lessons to accomplish these desired objectives. These two complementary aspects of the model are explained in as much detail as space permits, with emphasis on the general application process. To assist teachers in implementing their approach in their classrooms, the greater part of the paper is devoted to a description of five specific instructional techniques, called Foresee lesson techniques, that teachers can utilize with relative ease to plan the procedures sections of effective Foresee lessons. Although illustrative examples are drawn from elementary-level sources, the approach is applicable to other levels as well. (Author)

ED 374 678 FL 022 451

Ihde, Thomas W.
Error Correction in L1 and L2 Language Learning.
PUB DATE- Aug 93
NOTE- 13p.; Revised version of a paper presented at the World Congress of Applied Linguistics (10th, Amsterdam, The Netherlands, August 12, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; English (Second Language); *Error Correction; *Feedback; Higher Education; Native Speakers; Revision (Written Composition); *Second Language Learning; *Spelling; Testing; *Written Language

This paper addresses the effect of error correction on second language learning by focusing on feedback and it's effect on language acquisition. The paper deals specifically with the written form of the target language and looks at how the second language teacher can address errors that interfere with written communication in such a way that the student can benefit from the experience. A study is described that looked at: (1) how a student's ability to spell is affected by the level of correction (direct, indirect, no correction at all), and (2) if different forms of correction affect first- and second-language learners differently. Seventy-two students at Montclair State University (New Jersey) took part in the experiment, 36 of whom wee native speakers of English and 36 of whom had English as their second language. Data collected for the study included results of a test a post-test. All students scored similarly on the measures, regardless of the form of feedback provided. It is suggested that the results could have been different if the study had focused on the long-term results of feedback as well as the short term. (JL)

ED 374 679 FL 022 464

Irby, Janet
Hierarchical Collaboration in the Revision of Text: Constructing Perceptions of Editorial Conferences in the News Laboratory.
PUB DATE- Apr 94
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Dialogs (Language); *Discourse Analysis; Editing; Higher Education; Interviews; *News Writing; *Revision (Written Composition); Self Esteem; Speech Acts; *Teacher Student Relationship; Writing Processes

This study of editorial conferences in a university news laboratory examined the connections between dialogues about revision and the interpretations of dialogues by reporters and the editor in this journalism culture. The editorial conferences of two reporters with varying experience in publication and employment settings were analyzed, and the analysis was triangulated with interviews. In addition, seven other reporters were interviewed in order to interpret the editorial conferences as meaning-producing events in this culture. In order to describe the degree of engagement of

ED 374 698 HE 027 700

Jackson, Sandra
Deliberation on Teaching and Curriculum in Higher Education.
PUB DATE- 10 Apr 94
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *College Curriculum; *College Faculty; College Instruction; Course Content; *Curriculum Design; *Decision Making; Educational Philosophy; Higher Education; Interviews; *Teacher Attitudes; Universities; Values

This study examined curriculum deliberation and decision-making in higher education through selected interviews with 11 university teachers in 11 different disciplines. All were full-time and tenure-track or already tenured. After completing individual interviews the participants gathered for a culminating discussion. Examination of the data found that faculty used highly textured, nuanced, and unique methods and processes to decide about curriculum. Patterns did emerge and individuals indicated a general preference for ways in which they initiate conceptualization of a course and the development of a syllabus. Individuals also changed their approaches to teaching and development dependant on the context. The deliberative process about teaching and curriculum was linked with individual and disciplinary values which informed teaching, decision-making, and planning. These values are linked to reasons for teaching and thoughts on the aims and purposes of education. Invariably there was synchrony between these elements and professors' efforts to enact their beliefs through their practices either implicitly or explicitly. A copy of the interview protocol is included. Contains 46 references. (JB)

ED 374 699 HE 027 701

Mann, Mary Pat
The Role of Outside Work in Academic Careers.
PUB DATE- Apr 94
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Development; *College Faculty; Employment Experience; Higher Education; Military Service; *Multiple Employment; Professional Occupations; Public Schools; Sex Differences; State Universities; Teaching Experience; *Work Experience

This study examined the role of college faculty work outside their higher education institution. The study took place at a mid-sized comprehensive state university in the rural Midwest. Faculty (N=400) were surveyed regarding the critical events in their careers. Analysis of the 179 usable questionnaires involved grouping of career events according to the settings in which they took place: schooling, academic career, work outside academia, and life away from work. Outside work was examined in

ED 374 716 HE 027 722

Tang, Thomas Li-Ping
Teaching Evaluation in the College of Business: Factors Related to the Overall Teaching Effectiveness.
PUB DATE- 94
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Business Education; *College Faculty; College Instruction; *Course Evaluation; *Faculty Evaluation; Higher Education; *Instructional Effectiveness; Student Attitudes; *Student Evaluation of Teacher Performance; *Teacher Effectiveness; Teacher Role; Teacher Student Relationship

This study sought to identify major factors of teaching evaluation as related to professors' overall teaching effectiveness. Undergraduate and graduate students at a university in the southeastern United States were asked to rate 126 business faculty through anonymous course evaluations. Students rated faculty on 12 specific items related to teaching performance; responded to 5 items about class standing, grade point average, reason for taking the course, attendance, and expected grade; and rated the instructor on overall teaching effectiveness. A total of 6,395 evaluations were collected and analyzed. The results of a multiple regression analysis demonstrated that 12 factors were predictors of overall teaching effectiveness, including: (1) instructor presents material clearly; (2) instructor answers students' questions; (3) instructor treats students in a courteous and professional manner; and (4) instructor appears to be well-prepared for class. These data suggest that students are fairly reasonable in considering important aspects of the learning process when they evaluate professors' overall teaching effectiveness. The results are discussed in light of the faculty reward system in place at U.S. universities, the balance between teaching and research, and the changes in management education. (Contains 40 references.) (MDM)

ED 374 717 HE 027 723

Calhoun, Charles C.
A Small College in Maine: Two Hundred Years of Bowdoin.
PUB DATE- 93
NOTE- 294p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Books (010)
DESCRIPTORS- Alumni; *College Administration; *College Role; *Colleges; College Students; *Educational History; Higher Education; Local History; Role of Education; Social Action; Social Change; Student Attitudes; United States History
IDENTIFIERS- *Bowdoin College ME; *Maine

This book examines the history of Bowdoin College, chartered in 1794 by the General Court of Massachusetts and endowed by James Bowdoin, the school's namesake. Nine chapters address: (1) the movement to establish the college in the district of Maine in the late 18th century; (2) the opening of the college in 1802 and its early development; (3) the role of the college in the new state of Maine, (established 1820); (4) the activities of the college in the mid-19th century; (5) student life and culture at Bowdoin in the mid-19th century; (6) the role of

ED 374 736 HE 027 742

Attrition and Retention of Full-Time, First-Time and Full-Time, Transfer Students in Baccalaureate and Associate Degree Programs, Including Postsecondary Opportunity Students, State University of New York Class of 1993. Includes Racial/Ethnic Detail and Partial History of Later Cohorts as of Fall 1993 along with Trends in Attrition and Retention of Full-Time, First-Time Students, in Baccalaureate and Associate Degree Programs, Classes of Fall 1977 through Fall 1993.
PUB DATE- Aug 94
NOTE- 864p.
LANGUAGE- English
EDRS Price- MF05/PC35 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Associate Degrees; *Bachelors Degrees; College Freshmen; College Graduates; College Students; Dropout Rate; *Educational Trends; Full Time Students; Higher Education; Minority Groups; *Public Colleges; *School Holding Power; *Student Attrition; Tables (Data); Transfer Students; Trend Analysis
IDENTIFIERS- *State University of New York

This study examined trends in attrition and retention of State University of New York students enrolled in both baccalaureate and associate degree programs. A cohort survival analysis was used to evaluate the relative success of the students. Data are based on full-time, first-time and transfer Fall enrollees from 1987 through 1992 and were collected in Fall, 1993. Highlights of the findings include: (1) most full-time, first-time students are taking 5 to 6 years to earn a degree; (2) White and Asian/Pacific Islander students have higher than average graduation rates; (3) more than 18 percent of full-time, first-time students complete an associate degree during the third and fourth years after enrolling; (4) the number of baccalaureate students who earn a degree within 4 years declined through the 1980s and has steadily increased in the 1990s; (5) the percent of associate degree-seeking students who earned degrees in 2 years declined in the 1980s and continues to decline. The vast bulk of the document presents study data in tables organized in four parts. Part 1 covers attrition, retention and graduation information for students in Baccalaureate degree program; Part 2 covers students in associate degree programs; Part 3 includes trend information on baccalaureate students from 1977 through 1993; and Part 4 provides similar trend information for associate degree students from 1977 through 1993. (JB)

ED 374 737 HE 027 743

Application and Enrollment Patterns of Transfer Students Fall 1993.
PUB DATE- 94
NOTE- 710p.; For the 1992 report, see ED 367 404.
LANGUAGE- English
EDRS Price- MF04/PC29 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Associate Degrees; Bachelors Degrees; *College Applicants; College Students; Enrollment; *Enrollment Trends; Higher Education; *Public Colleges; *State Universities; *Student Mobility; Tables (Data); *Transfer Students
IDENTIFIERS- *State University of New York

This 24th annual study of application and enrollment patterns of transfer students within the State University of New York (SUNY) during Fall 1993, was conducted in response to the

ED 374 755 HE 027 762

The Compact for Faculty Diversity.
PUB DATE- 94
NOTE- 39p.; Photographs may not copy adequately.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Change Strategies; *College Faculty; Cultural Pluralism; *Doctoral Degrees; Educational Opportunities; Educational Policy; Financial Support; Graduate Study; Higher Education; *Incidence; Minority Groups; *Minority Group Teachers; Student Financial Aid
IDENTIFIERS- Compact for Faculty Diversity; *Diversity (Faculty)

Minorities constitute 26 percent of the U.S. population, but only 12 percent of higher education's full-time instructional faculty. Adequate representation of minority faculty in higher education is crucial, as they serve as mentors, communicate the possibility of success for minority students, and help develop a knowledge base on minority issues. From 1982 to 1992, the percentage of doctoral degrees awarded to minority individuals increased less than one percent. A large number of current faculty are predicted to retire in the years following 1995, providing an opportunity to achieve better minority representation in faculty ranks, but a pool of qualified minority candidates must be prepared. Toward this end, the New England Board of Higher Education, the Southern Regional Education Board, and the Western Interstate Commission for Higher Education formed the Compact for Faculty Diversity, which aims to support at least 200 minority doctoral students per year through financial and academic support programs. The Compact's strategies include: (1) motivate states and universities to address the problem by increasing the base of financial support for minority doctoral study, (2) offer promising minority graduate students a support package of fellowships and research and teaching assistantships, (3) introduce incentives for academic departments to create supportive environments, (4) sponsor an annual institute, and (5) develop a collaborative approach to student recruitment. (Contains 12 references.) (JDD)

ED 374 756 HE 027 763

Kirkland, Connie J.; Siegel, Dorothy G.
Campus Security: A First Look at Promising Practices.
PUB DATE- Sep 94
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Campuses; Colleges; Compliance (Legal); Crime Prevention; Federal Legislation; Guidelines; *Higher Education; Policy Formation; *Program Development; Safety; *School Policy; *School Security; Universities
IDENTIFIERS- Crime Awareness and Campus Security Act 1990

This booklet is designed to assist colleges and universities as they develop policies, procedures, and programs to increase safety, respond appropriately to victims of crime, and fully comply with federal requirements established by the Crime

ED 374 775 IR 016 815

Nieveen, Nienke; And Others
Exploration of Computer Assisted Curriculum Development.
PUB DATE- Apr 94
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Cooperative Programs; *Curriculum Development; Educational Media; Educational Technology; Foreign Countries; Higher Education; Research Needs
IDENTIFIERS- Performance Support Systems; University of Twente (Netherlands)

This paper contains a report about a collaborative project of the University of Twente (Netherlands) Faculty of Educational Science and Technology, Department of Curriculum and the Dutch National Institute for Curriculum Development (SLO). The project explores the potentially supportive role of the computer in improving the quality and efficiency of curriculum development activities. This report describes the early steps and findings of this long term project. A brief introduction on the context of curriculum development by the SLO is presented. The functions and characteristics of the system are then outlined, based on an analysis of available systems and on recent trends in electronic performance support systems. The project's development and evaluation approach is described, and the current version of the prototype is examined. Finally, recommendations are presented for further research. (Contains 27 references.) (JLB)

ED 374 776 IR 016 819

Derry, Sharon; And Others
The Effects of Collaborative Interaction and Computer Tool Use on the Problem-Solving Processes of Lower-Ability Students.
PUB DATE- Jul 93
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Ability; Cognitive Processes; Comparative Analysis; *Computer Assisted Instruction; *Cooperative Learning; *Courseware; Higher Education; Intermode Differences; Man Machine Systems; *Metacognition; *Problem Solving; Protocol Analysis; Word Problems (Mathematics)

This study examined ways in which two independent variables, peer collaboration and the use of a specific tool (the TAPS interface), work together and individually to shape students' problem-solving processes. More specifically, the researchers were interested in determining how collaboration and TAPS use cause metacognitive processes to differ from those that occur when students engage in individual problem solving using standard tools. The TAPS systems help students develop metacognitive skills and awareness. Forty-eight undergraduate students were selected and randomly assigned to one of four research groups: pairs and TAPS; individuals and TAPS; pairs and standard tools; and individuals while thinking aloud. Protocols of these problem-solving sessions were videotaped for

ED 374 795 IR 016 854

CNN Newsroom Classroom Guides. April 1-29, 1994.
PUB DATE- Apr 94
NOTE- 83p.; Videos of the broadcasts can be ordered from CNN. For guides from March through September 1994, see IR 016 853-859. The April 5, 1994 guide is missing.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cable Television; *Class Activities; *Current Events; Discussion (Teaching Technique); *Educational Television; Elementary Secondary Education; *News Media; *Programming (Broadcast); *Social Studies
IDENTIFIERS- Cable News Network; *CNN Newsroom

These classroom guides for the daily CNN (Cable News Network) Newsroom broadcasts for the month of April provide program rundowns, suggestions for class activities and discussion, student handouts, and a list of related news terms. Topics covered by the guides include: (1) peace in the Middle East, Tom Bradley, and minority superheroes (April 1); (2) peace in the Middle East, baseball, cyberpunk rockers on Internet, Mexican presidential candidate assassination investigation, Philippine's auto makers, U.S. Supreme Court, sweet tooth gene, violence in the Middle East, Rwanda, Burundi, and fashion (April 4-8); (3) NATO attack in Bosnia, living with AIDS, computer security, hacking, Germans in Transylvania, human migration, South African elections, Venezuelan oil, violence in Rwanda, crop viruses, and directions (April 1-15); (4) space shuttle Endeavour, safe cars, Gorazde, South African elections, golf collectibles, Clinton and Bosnia, human evolution, Okefenokee Swamp, and Frances Jansen (April 18-22); and (5) South African elections and death and funeral of Richard M. Nixon (April 25-29). (JLB)

ED 374 796 IR 016 855

CNN Newsroom Classroom Guides. May 2-31, 1994.
PUB DATE- May 94
NOTE- 86p.; Videos of the broadcasts can be ordered from CNN. For guides from March through September 1994, see IR 016 853-859. The May 30, 1994 guide is missing.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cable Television; *Class Activities; *Current Events; Discussion (Teaching Technique); *Educational Television; Elementary Secondary Education; *News Media; *Programming (Broadcast); *Social Studies
IDENTIFIERS- Cable News Network; *CNN Newsroom

These classroom guides for the daily CNN (Cable News Network) Newsroom broadcasts for the month of May provide program rundowns, suggestions for class activities and discussion, student handouts, and a list of related news terms. Topics covered by the guides include: (1) the Palestinian Liberation Organization (PLO) and Palestine, Hawaiian history, brain actuated control, South African elections, Israel and PLO agreement, gender pricing, Clementine satellites, mapping the moon, U.S. gun issue, and junkyard art (May 2-6); (2) the United States and Haiti, the solar eclipse, hearing impaired theater, South Africa, teenage talk show host, Nelson Mandela,

ED 374 814 IR 055 210

Humes, Barbara; Lyons, Carol Cameron
Library Literacy Program. Analysis of Funded Projects, 1993. Title VI, Library Services and Construction Act.
PUB DATE- Aug 94
NOTE- 71p.; For the 1992 analysis, see ED 365 348.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Adult Education; *Adult Literacy; *Adult Reading Programs; Basic Skills; Federal Aid; Federal Legislation; *Federal Programs; *Library Services; *Literacy Education; Public Libraries; State Libraries
IDENTIFIERS- Library Legislation; *Library Services and Construction Act

This document examines the types of projects funded by the Library Literacy Program in fiscal year 1993. The variety of literacy activities supported under the Library Services and Construction Act (LSCA) Title VI reflects the diversity of literacy needs in states and communities across the United States. Many factors influence a library's choice of activities for a literacy project: demographics of the target population; economic base of the community; availability of literacy services; nature of existing literacy or adult education services; and availability of human and material literacy resources. Section I discusses major developments taking place among the LSCA Title VI projects and includes selected examples; Section II is a summary of the characteristics common to most of the LSCA Title VI projects; Section III presents several projects that are using unique approaches to provide literacy services; Section IV provides an exhaustive list of literacy activities culled from all the projects; Section V lists project activities, alphabetically by state and library; and Section VI is a statistical analysis of fiscal year 1993 applications and grantees. (JLB)

ED 374 815 IR 055 213

Pietras, Jesse John
Regulatory Enhancement and Connecticut's Cautious First Step in Establishing a Statewide, Interactive, Distance Learning Interconnection.
PUB DATE- Sep 94
NOTE- 27p.; Paper presented at the NARUC Biennial Regulatory Information Conference (9th, Columbus, OH, September 6-9, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cable Television; *Distance Education; *Educational Television; Elementary Secondary Education; Federal Legislation; Interactive Television; Programming (Broadcast); State Legislation; *State Programs; Technological Advancement
IDENTIFIERS- Connecticut; Telecommunications Policy

This paper is concerned with the recent developments in federal and state legislation regarding cable franchises and their effect on the establishment of a statewide distance learning network. It begins with an overview of recent legislation regarding cable regulations and presents issues regarding distance education. These include linking cable franchises with new trunking cable, allowing single signals to be received by

ED 374 833 JC 940 509

Birdsall, Les
Factors Affecting Retention of New Students in Their First Semester: Fall 1992 Cohort.
PUB DATE- Jan 94
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Age Differences; Community Colleges; *Dropout Characteristics; Dropout Rate; Dropout Research; *Dropouts; *Enrollment Influences; Ethnic Groups; *School Holding Power; *Student Attrition; Student Behavior; *Student Educational Objectives; Student Motivation; Two Year Colleges; *Two Year College Students; Withdrawal (Education); Working Hours
IDENTIFIERS- Diablo Valley College CA

To determine factors affecting new students in their first semester, a study was conducted at Diablo Valley College, in California, to draw a profile and track 4,251 students who applied or were identified as new in fall 1992. Percentage distributions were calculated for the sample and for the subgroups who applied only, completed testing only, completed orientation courses only, and dropped all courses. Study findings included the following: (1) 69.2% (n=2,944) of the sample completed the semester, while 403 applied but did not attend, 221 completed testing and failed to return, 304 completed up to Counseling 105, 20 completed up to Counseling 105A, and 359 dropped all their courses; (2) those who applied but did not attend were more likely to have indicated a goal of other than transfer or vocational degree and were planning to work 31 or more hours per week; (4) students stopping after testing were more likely to be over 30 and planning to transfer without an associate degree; (5) students who stopped after completing the first counseling course were more likely to be between 25 and 29, and have an objective of a vocational degree, general education diploma, certificate, or to maintain a license; (6) those who dropped all their classes were more likely to have an educational objective other than transfer, have graduated prior to spring 1992, and be planning to work more than 30 hours a week; and (7) finally, students who completed the semester were more likely to be under 20 or over 30 and have chosen transfer as their objective. (KP)

ED 374 834 JC 940 510

Birdsall, Les
Trends, Fall 1993. Diablo Valley College.
PUB DATE- Jan 94
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; *Enrollment; *Enrollment Trends; Ethnic Groups; Females; Full Time Students; *Institutional Characteristics; Males; Part Time Students; *School Demography; *Student Characteristics; Two Year Colleges; *Two Year College Students
IDENTIFIERS- Diablo Valley College CA

Providing data on institutional trends up to fall 1993 at Diablo Valley College, in California, this report consists of 14

ED 374 851   JC 940 544

Hetzner, Donald R.
Student Indebtedness in Selected Community and Senior Colleges.
PUB DATE- Aug 91
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Students; Community Colleges; Comparative Analysis; Educational Finance; *Financial Needs; Financial Support; Higher Education; National Surveys; *Paying for College; *Student Costs; *Student Financial Aid; *Student Loan Programs; Two Year Colleges; Universities
IDENTIFIERS- *Debt (Financial)

A study was conducted in October 1987 to evaluate student indebtedness at four matched pairs of community and senior colleges in Florida, California, Nebraska, and New York. Questionnaires and return envelopes were sent to 5,149 students registered in credit-course at the eight institutions, resulting in 616 usable responses, including 297 from the community and 319 from the senior colleges. Results of the study included the following: (1) respondents were essentially from the lower-middle and middle-middle socio-economic levels; (2) over 23% of the community college respondents (CCR's) and 32.6% of senior college respondents (SCR's) reported borrowing money to attend college; (3) 53.6% of CCR's and 61.5% of SCR's who borrowed money used loan money to meet tuition expenses; (4) in most instances, borrowing took place in the $1,000-$6,000 range; (5) for the entire sample of CCR's, only 17.8% reported owing from less than $1,000 to $4,999, while only 0.6% reported owing over $5,000; (6) of the entire sample of SCR's, 22.6% of students owed less than $5,000, 6% owed between $5,000 and $9,999, and 2.2% owed over $10,000; (7) the most apparent differences in expected future indebtedness between CCR's and SCR's was in the $27,000-$80,999 range, where there were four SCR's and one CCR; (8) only 9.4% of CCR's and 8.2% of SCR's reported that they were not responsible for any of their college costs, while 48.1% of CCR's and 44.8% of SCR's reported that they were responsible for all of their college costs; and (9) 73.7% of CCR's and 72.1% of SCR's reported that their total college expenses were under $5,000 per year. Contains extensive data tables. (MAB)

ED 374 852   JC 940 545

Hetzner, Donald R.
Economic, Political, and Social Trends in Community Colleges: Implications for Strategic Planning.
SPONS. AGENCY- American Association of Community Colleges, Washington, DC.
PUB DATE- Aug 91
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; College Planning; Community Colleges; *Educational Trends; *Enrollment Trends; *Futures (of Society); Institutional Characteristics; Long Range Planning; National Surveys; *School Demography; *Student Characteristics; Two Year Colleges

In an effort to provide decision makers with a current and future picture of the nation's community colleges, a survey was

ED 374 869 JC 940 565

Fujita, Eleanor
Community Perceptions of Hudson County Community College. Special Report 93.02.
PUB DATE- Oct 93
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Community Colleges; Community Surveys; *Educational Attitudes; *Employer Attitudes; *Institutional Mission; Public Relations; *School Community Relationship; Two Year Colleges
IDENTIFIERS- Hudson County Community College NJ

In 1993, two surveys were conducted to determine community perceptions of Hudson County Community College (HCCC) in New Jersey. During January and February 1993, 591 questionnaires regarding HCCC's mission were sent to representatives of business and industry, education, government, community groups and agencies, health and human service organizations, law, insurance, and real estate. In summer 1993, a survey was conducted of the employers of 43 HCCC graduates who had previously given permission for their employers to be contacted. Employers were asked about their satisfaction with the graduates' preparation and their suggestions for strengthening HCCC's programs. Study findings, based on a 25% response rate from the community survey and a 79% response rate to the employer survey, included the following: (1) community respondents felt that the most important HCCC missions were to provide programs preparing students for employment; access through low tuition; programs for transfer into academic and occupation programs; access through financial aid; career planning and placement services; access through support for special needs students; general education in a comprehensive curriculum; career retraining for the unemployed or underemployed; and for the development of a centralized campus; (2) asked to comment about HCCC, community respondents mentioned the need for curricular expansion; English as a Second Language, transfer, and basic skills education; the need for public relations; recent positive leadership; general praise for services; and the importance of having a centralized campus and providing for parking, security, and transportation; and (3) 100% of the employer respondents were satisfied or very satisfied with the preparation of their HCCC-educated employees. (KP)

ED 374 870 JC 940 566

Fujita, Eleanor
An Argument for Providing Developmental Education as Part of the Comprehensive Urban Community College Mission of Hudson County Community College. Special Report 93.04.
PUB DATE- Oct 93
NOTE- 20p.; Paper presented at the Symposium on Developing Strategies for Excellence in Urban Education (NJ, October 29, 1993). For related paper, see ED 363 363.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Role; Community Colleges; *Developmental Studies Programs; *Institutional Mission; Mission Statements; Organizational Objectives; *Outcomes of Education; *Remedial

ED 374 888 PS 022 636

Even Start Family Literacy Program Evaluation, Oklahoma City Public Schools: A National Diffusion Network Approved Program, Family Intergenerational-Interaction Literacy Model 1993-94.

PUB DATE- 30 Jun 94

NOTE- 61p.; For the 1992-93 report, see ED 369 512.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Disadvantaged Youth; Limited English Speaking; *Literacy Education; Parent Child Relationship; Parent Education; *Preschool Children; Preschool Education; *Program Effectiveness; Program Evaluation; School Readiness

IDENTIFIERS- *Even Start; *Family Literacy; Literacy as a Social Process

The Even Start Family Literacy Program, in its fourth year of operation, provides a literacy environment based on the Family Intergenerational-Interaction Literacy Model (FILM) in the southwest area of Oklahoma City. The FILM model is designed to provide a family literacy education program for parents, extended family, and their preschool children from culturally diverse environments who need education in both basic skills and parenting strategies. High school drop-outs and first-generation non-English-speaking immigrants are the target audience. Objectives of the program are to: (1) provide a safe environment where families can develop the education, economic, and social skills they need to plan and achieve long-range goals; and (2) empower families with the strategies needed to break out of the intergenerational cycle of under-education and poverty. An evaluation of the program was conducted, using a series of aptitude tests and interviews of the graduates of and participants in the project. The evaluation included--in addition to assessment of compliance with the basic national program requirements--activities aimed at determining the program's impact on the parent's literacy, home environment, parenting skills, and attitudes. An additional component was identifying the longitudinal progress of the preschool graduates as they entered educational settings. The evaluation found that: (1) parents' attitudes toward learning changed positively as a result of being involved for a consistent amount of time in Even Start; (2) parents made behavior changes and became more confident of their parenting knowledge base; (3) children's readiness for school and their social interaction and language improved; and (4) involvement in Even Start prepared preschool children for future success in school. (AA)

ED 374 889 PS 022 637

Achieving the Dream: Health Care...Healthy Kids. Forum on Children's Issues (Century City, California, April 15, 1994). Source Book.

PUB DATE- 94

NOTE- 144p.; This source book is a product of the Forum.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Adolescents; Agency Cooperation; *Child Advocacy;

ED 374 908 PS 022 741

Bernard van Leer Foundation Annual Review 1993 = Fundacion Bernard van Leer Revista Anual 1993.
PUB DATE- 93
NOTE- 149p.; Photographs may not copy clearly.
LANGUAGE- English; Spanish
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Advocacy; Developed Nations; Developing Nations; *Disadvantaged Youth; Dramatic Play; *Family Programs; Foreign Countries; *Nonprofit Organizations; Program Descriptions; Young Children
IDENTIFIERS- Africa; Asia; *Bernard Van Leer Foundation (Netherlands); Europe; South America; United States

This report, in both English and Spanish versions, aims to highlight the Bernard van Leer Foundation's identity, objectives, and major activities, as well as the work undertaken by the projects the foundation supports. The review features articles on the Foundation's work on advocacy, supporting families living in disadvantaged circumstances, teaching children by using dramatic art, and approaching teenagers' specific needs. The Foundation's 1993 worldwide approaches to improving opportunities for young children living in disadvantaged circumstances, as well as ways of organizing and disseminating experiences and knowledge among people with similar goals are also discussed. The major part of this report consists of descriptions of approximately 120 projects from 42 different countries that were being supported by the Foundation as of the end of 1993. These are presented by country and include brief details of target groups, location and activities, major objectives and main strategies. Finally, the Foundation's financial report, a list of publications and videos produced by the Foundation, and the names of members of the Board of Trustees and Foundation staff are presented. (AA)

ED 374 909 PS 022 744

Head Start Service Guide for Children and Families with HIV or AIDS = Guia de Servicios para Ninos con V.I.H. Positivo y con Sindrome de Inmunodeficiencia Adquirida (S.I.D.A.) y sus Familias.
PUB DATE- 94
NOTE- 84p.; Paper presented at the Annual Training Conference of the National Head Start Association (21st, Louisville, KY, April 13-16, 1994).
LANGUAGE- English; Spanish
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Child Caregivers; Child Health; *Disease Control; Family Health; Foreign Countries; *Health Programs; *Health Services; Nutrition; Preschool Education; Program Guides; Public Health; *Sick Child Care
IDENTIFIERS- Case Management; *Project Head Start; Puerto Rico

This document provides guidelines and procedures, in Spanish and English, for Head Start teachers in taking care of children

ED 374 927 RC 019 740

Willems, Harry
The Infobahn: Community and Economic Development.
PUB DATE- May 94
NOTE- 15p.; Paper presented at the Rural Datafication Conference (Minneapolis, MN, May 24-25, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Information; *Community Development; Community Information Services; Computer Networks; Decentralization; Economic Development; Elementary Secondary Education; *Information Networks; *Information Technology; Policy Formation; *Public Policy; *Rural Development; Telecommunications
IDENTIFIERS- *Internet; Kansas; National Information Infrastructure

American rural communities are decaying, the underlying causes being chronic unemployment and inadequate infrastructure. The information age can cause the ultimate demise of rural America by further eroding local institutions or it can be its savior by revitalizing the sense of community. The link between community development and the information age is discussed. Electronic access to government services and online learning, tele-entrepreneurship, and using one's computer to get a better job are part of the solution to rebuilding rural community. The Internet, the National Resource Education Network (NREN), and the National Information Infrastructure (NII), which directs and makes policy for NREN and the Internet, are briefly described. Policy goals of the NII are discussed, particularly that it provide universal service to avoid information haves and have-nots. A proposed project that will deliver economic development services to all of Kansas is described, as are two successful rural information networks. In K-12 education, the two main issues are training teachers to use the Internet and the incorporation of Internet information into the curriculum so that it is relevant and useful. (TD)

ED 374 928 RC 019 765

Danaher, P. A.; And Others
The Role of Course Development and Design in an Itinerant Schooling Program: The Perceptions of Staff Members of the School of Distance Education in Brisbane, Queensland.
PUB DATE- May 94
NOTE- 23p.; Paper presented at the Joint Annual Conference of the International Council for Distance Education and the Annual Conference of the Distance Education Association of New Zealand (10th, Wellington, New Zealand, May 8-12, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Correspondence Study; Disadvantaged; Distance Education; Educational Needs; Elementary Education; Foreign Countries; *Itinerant Teachers; Life Style; Migrant Children; *Migrant Education; Migrants; *Program Effectiveness; *Teacher Attitudes; *Teacher Role
IDENTIFIERS- *Showmens Guild (Australasia)

This paper examines the perceptions of teachers associated with

ED 374 944 RC 019 802

Dusewicz, Russell A.
Migrant Day Care Needs and Services in Pennsylvania.
SPONS. AGENCY- Central Susquehanna Intermediate Unit 16, Lewisburg, Pa.; Department of Education, Washington, DC.; Pennsylvania State Dept. of Education, Harrisburg.
PUB DATE- Feb 91
NOTE- 88p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Day Care; *Delivery Systems; Early Childhood Education; *Migrant Children; Migrant Education; *Migrant Programs; *Needs Assessment; Program Evaluation; State Programs
IDENTIFIERS- *Pennsylvania

This report evaluates the day care needs of Pennsylvania migrant families and the adequacy of current state and local resources and delivery system for meeting those needs. Data collection included a meeting with state program administrators; mail surveys of state, regional, and local agency administrators and staff, and of employers of migrant workers; on-site visits to migrant day care centers; and review of state financial records. The poverty of migrant families, the nature of their work, and the fact that many young children are non-English-speaking creates specialized day care needs. Due to inadequate data sources and agency differences in definitions, counts of migrant workers and their families in Pennsylvania were inconsistent and unreliable. However, estimates based on census figures and program counts suggest that there may be over 11,000 migrant children under age 13 in the state. In 1990-91, the Statewide Migrant Day Care Program provided services to 1,110 migrant children, of whom less than 300 received direct day care and the rest received health and referral services. In addition, the limited resources available for day care were unevenly distributed across the state. The delivery system for these limited resources, however, was more than adequate in terms of program and fiscal efficiency. This report includes data tables and recommendations to legislators and agency personnel. Appendix contains survey questionnaires, interview guide, organizational charts, and policy documents. (SV)

ED 374 945 RC 019 803

Beyer, Francine S.
Implementing Rural Education Assistance Plans. An Interim Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 92
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Improvement; Elementary Secondary Education; *Improvement Programs; *Planning Commissions; *Rural Education; *Statewide Planning
IDENTIFIERS- Delaware; Maryland; New Jersey; Pennsylvania; *Rural Assistance Councils

In 1988, Research for Better Schools (RBS) proposed the development of state-specific rural assistance councils (RAC) in Delaware, Maryland, New Jersey, and Pennsylvania to assist

ED 374 962 SE 054 712

Gravelle, John D.
Hurricanes in the Upper Midwest.
PUB DATE- 94
NOTE- 13p.; Storm images may not copy clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Computers; Databases; *Data Processing; High Schools; *Instructional Materials; Mathematics Education; Science Education
IDENTIFIERS- Atlantic Ocean; *Hurricanes; *HyperCard

This document describes the procedures used by one group of Wisconsin high school students to compile data researched on all hurricanes in the Atlantic from 1886 through 1993. The students used data received on Internet to create a hypercard stack that would plot hurricanes. Students from Minnehaha Academy in Minnesota used the net to download images of famous (and not so famous) hurricanes. The Wisconsin students used linear equations to solve mathematical problems encountered while plotting hypercard data. Computer students at the high school were responsible for making the equations into functions (as in computer language functions). Students ignored the importance of developing computer code that is clearly documented. Fifth graders tested the computer programs. (AA)

ED 374 963 SE 054 748

Rogers, Laurette H.
California Freshwater Shrimp Project: An Eco-Action Project with Real Life Learning.
PUB DATE- Apr 94
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Constructivism (Learning); Endangered Species; *Environmental Education; *Experiential Learning; Grade 4; Integrated Activities; Intermediate Grades; Learning Activities; *Student Participation; *Student Projects
IDENTIFIERS- *Environmental Action; Freshwater Systems; Shrimp

The California Freshwater Shrimp Project is an example of a student-initiated, eco-action project. Students, from a fourth grade class in the Ross Valley School District in San Rafael, California, were linked to their community and environment through their work in rehabilitating habitat and educating the public. The paper gives an overview of a project to rehabilitate a creek inhabited by the endangered California Freshwater Shrimp and details Real Life Learning, which involves students taking responsibility for their own education by directing it. Eight key outcomes of the experience, including students acquiring academic skills through integrated learning and obtaining skills needed in real life that are not usually taught in school are reviewed. The paper describes the work of student committees that were able to alert government officials about the shrimp's dilemma; institute a Shrimp Network of biologists, ranchers, and business people; begin rehabilitation of the creek; and win local and national recognition. (LZ)

ED 374 985 SE 054 941

Farivar, Sydney
Prosocial Attitudes and Achievement in Middle School Mathematics.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Apr 93
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Design; *Cooperative Learning; Grade 7; *Interpersonal Relationship; Junior High Schools; *Junior High School Students; *Mathematics Achievement; *Mathematics Instruction; Middle Schools; Teaching Methods; Teaching Styles

This study analyzed relationships between students' regard for one another and their mathematics achievement in cooperative learning groups in six grade 7 middle school classes. The sample consisted of 184 students (55% Hispanic, 14% Black, 27% White, 3% Asian American) in a city of Los Angeles County. Two teachers each taught three classes, two experimental, one comparison. Teacher difference emerged as the central finding of the study. Overall, students increased their regard for teammates but there was no significant increase in mathematics achievement and no correlation between regard and mathematical achievement. Observation of the classes revealed that despite the fact that the two teachers participated in the same training sessions in preparation for small group work and used identical curriculum, three factors emerged that may have contributed to the different findings for the two teachers: seating arrangements, teacher style, and instruction. This study shows that there can be a positive relationship between regard and mathematics achievement but that the teacher plays a very important role in the process. Second, there are important implications for the education of teachers. Contains 30 references. (MKR)

ED 374 986 SE 054 942

Borba, Marcelo C.
High School Students' Mathematical Problem Posing: An Exploratory Study in the Classroom.
PUB DATE- Apr 94
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Data Analysis; *Data Collection; High Schools; High School Students; *Mathematics Instruction; *Student Interests; *Student Motivation; Student Projects
IDENTIFIERS- Ithaca City Schools NY; *Problem Posing

This study investigated how 8 secondary school students coped with the task of choosing their own problems for a 9-week course in an alternative school in Ithaca, New York. The students chose a theme to be investigated before the class started, collected real data on the theme, and if they felt the need for it, analyzed it using Function Probe, a software package. Observation, interview, and journal data from the

ED 375 008 SE 055 324

Dockweiler, Clarence J.
Children's Attainment of Mathematical Concepts: A Model under Development.
PUB DATE- Aug 94
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Concept Formation; Elementary Secondary Education; *Mathematical Concepts; Mathematics Education; *Mathematics Instruction; Models
IDENTIFIERS- *Mathematics Activities

This paper describes a model of student attainment of mathematical concepts and its development. In this model three types of activities (developmental, connecting, and abstract) are considered as an overlay on the three ways of representing mathematical concepts (physical/visual, oral, and symbolic). Each activity type involves some means of representing mathematical concepts, and the activities are sequentially presented as the learner attempts to master a mathematical idea. Initial exposure comes from Developmental Activities, followed by Connecting Activities, and finally, Abstract Activities are utilized. (Author/MKR)

ED 375 009 SE 055 329

Boekaerts, Monique
Confidence and Doubt in Relation to Mathematics.
PUB DATE- 94
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Affective Measures; *Cognitive Processes; *Conceptual Tempo; Elementary Secondary Education; Foreign Countries; *Mathematics Achievement; Mathematics Education; Problem Solving; *Self Esteem; *Sex Differences; *Student Attitudes

This paper reviews literature documenting gender differences in beliefs related to mathematics achievement. The areas included in the discussion are: (1) gender differences in mathematics achievement and self-referenced cognitions, (2) the effect of confidence and anxiety on mathematics performance and expenditure of effort, and (3) confidence and doubt while solving mathematics problems. Contains 3 figures and 21 references. (MKR)

ED 375 010 SO 021 749

Freedman, Kerry
Dilemmas of Equity in Art Education: Ideologies of Individualism and Cultural Capital.
PUB DATE- 89
NOTE- 16p.; In: Secada, Walter G., Ed. Equity in Education. New York, Falmer Press, 1989. p103-117. Contains broken print.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays

ED 375 030 SO 024 277

Brown, Charlotte F.
Capture the Portfolio: Episodes of Student Musical Learning.
PUB DATE- 93
NOTE- 20p.; Paper presented at the Annual Conference of the National Middle School Association (20th, Portland OR, November 4-7, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Objectives; Grade 6; Grade 7; Intermediate Grades; Junior High Schools; Middle Schools; *Music Education; State Standards; *Student Evaluation
IDENTIFIERS- Illinois

This document is a conference presentation on the use of portfolios as an evaluation tool for middle school music students. All of the pages are suitable for use with an overhead projector. Areas covered include reasons for teaching the arts as both an intellectual discipline and vocational education; Illinois state goals for musical learning for grades 6 and 7; and why a portfolio is a suitable evaluative tool. The portfolio is recommended for 7 reasons: (1) the portfolio is a history of the student's musical learning; (2) it is an exhibition of what the student understands and actually knows; (3) it shows a trending of the student's work and thus is both "neat" and powerful; (4) portfolios contain many products that are a cluster of ideas; (5) they hold validity because the contents consist of what the teacher has taught; (6) the portfolio is an affirmation for the student, to the larger community that what the student has practiced, the skills and habits developed, have paid off; and (7) portfolios give focus to a school's curriculum program. The portfolio contains all of the musical creations the students have generated in any notation as well as draft worksheets, a series of completed preliminary worksheets reflecting completion of each specific assigned task centered around the elements of music, domain project sheets telling about their musical activities and obtaining student response to their own music, quizzes, and anything else the student chooses to add that pertains to music. Key portfolio projects for the 7th grade level are suggested. Instructions for assessing the portfolio are included. (DK)

ED 375 031 SO 024 282

Hagedorn, Victoria S.
Musical Learning for Hearing Impaired Children.
PUB DATE- 92
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- Elementary Education; *Hearing Impairments; Learning Problems; Learning Strategies; *Music Education; Student Characteristics

A hierarchy of auditory processing developed by Derek Sanders for use in developing sequential objectives for musical listening skills serves as the basis for this article. Because of the similarities between components of speech and music, the hierarchy is congruent with musical listening expectations. While this model was designed for the development of speech

ED 375 050 SO 024 350

The Lesson Plan of the Month, 1992-1993. 10 Lesson Series.
PUB DATE- 93
NOTE- 96p.; Some handouts contain broken print.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; Constitutional Law; Disabilities; Driving While Intoxicated; Freedom of Speech; High Schools; Homosexuality; Intermediate Grades; Junior High Schools; *Law Related Education; Middle Schools; Politics; Social Studies; Violence
IDENTIFIERS- Americans with Disabilities Act 1990; Mediation

As part of a series of lesson plans compiled by Phi Alpha Delta, this collection presents a lesson plan on current issues for each month of the school year. Intended for high school and middle school with adaptations for elementary school, the lessons cover the Americans with Disabilities Act in relation to accommodations for students with disabilities, the analysis of 30-second political advertisements, freedom of speech as it applies to rock and roll songs, hate crimes in Germany, term limitations for the United States Congress, reform of political lobbying, minority rights, non-violent dispute resolution, drunk driving, and the ban on homosexuals in the military. Each of the lesson plans provide a lesson description, objectives, key concepts and vocabulary, detailed steps for implementing the lesson, questions for class discussion, and suggestions for additional activities, such as inviting resource persons and drafting letters to legislators. The lessons also provide handouts of relevant legislation, court cases, and survey forms. The lesson on minority rights in Germany offers for comparison the United States Bill of Rights and the Basic Law for the Federal Republic of Germany. (JD)

ED 375 051 SO 024 386

Crockett, Mark J.
The Social Sciences and the Social Studies: An Essay on the Development of and Need for Citizenship Education.
PUB DATE- Apr 94
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Citizenship Education; Curriculum Development; Democracy; *Educational Objectives; Elementary Secondary Education; Public Education; *Role of Education; *Social Studies

This paper discusses the nature and role of social studies in the public school curriculum. As presently used, the term "social studies" encompasses history, geography, economics, sociology, psychology, and government. In the United States, democratic citizenship is typically taught through social science subjects that are themselves a part of the social studies curriculum. The 1916 report of the National Education Association's (NEA) Committee on Social Studies of the Commission on the Reorganization of Secondary Education is discussed. Although the 1916 report gave no specific outline or curricular framework for social studies content, the purpose of social studies was established. This purpose was to provide for good citizenship. A good citizen was one who followed social

ED 375 071 SO 024 568

Dorn, Charles M.
Thinking in Art: A Philosophical Approach to Art Education.
PUB DATE- 94
NOTE- 189p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Historical Materials (060),Journal Articles (080)
DESCRIPTORS- *Art Education; *Curriculum Development; *Educational Philosophy; Elementary Secondary Education; Philosophy

This volume examines the way individuals think about objects and events in the world. These thoughts specify a priori assumptions that indicate what will be considered beautiful, valuable, and good. Decisions made about these matters determine what actions will be taken in regard to them. The continuous change that historically characterizes art educational practices is driven by shifts in ways of thinking (beliefs). Curricular goals for art education must be consistent with ways of thinking. The text is organized into five chapters. Chapter 1 provides a brief review of 18th and 19th philosophical thought and the concepts of relations between objects and events. Chapter 2 explores these concepts as interpreted by 20th century aestheticians, art historians, critics and artists specifically as they concern thinking about and making art. Chapter 3 examines paradigms for artistic conception. Chapter 4 identifies how these paradigms now function in the art curricula of schools and chapter 5 how the paradigms relate to curriculum practice. (MM)

ED 375 072 SO 024 569

Discipline-Based Art Education and Cultural Diversity. Seminar Proceedings of a National Invitational Seminar (3rd, Austin Texas, August 6-9, 1992).
SPONS. AGENCY- J. Paul Getty Trust, Santa Monica, CA.
PUB DATE- 93
NOTE- 156p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Collected Works - Proceedings (021)
DESCRIPTORS- Aesthetic Education; Art Criticism; *Art Education; Art History; *Cultural Differences; Cultural Enrichment; Discipline Based Art Education; Elementary Secondary Education; Higher Education; *Multicultural Education

This publication contains proceedings of a seminar structured around five basic themes: (1) cultural diversity in education; (2) discipline based art education (DBAE) and cultural diversity; (3) how cultural diversity has affected practices in art history, aesthetics, criticism, and art making; (4) experiences in other disciplines which effect DBAE; and (5) and implications for evolving DBAE practices. Summarized speeches include: "Multicultural Education: What Does It Mean To Infuse It into a Discipline" (Carl A. Grant; Christine E. Sleeter); "Art Education for Cultural Diversity: Developments in the United Kingdom" (Rachel Mason); "'Species-Centrism' and Cultural Diversity in the Arts" (Ellen Dissanayake); "Cultural Diversity and Discipline-based Art Education" (Michael D. Day); "How Does DBAE Respond to Cultural Diversity?" (F. Graeme Chalmers); "Cultural Diversity and DBAE: The Challenge of One World and Multiple Visions" (Frances E. Thurber); "Questions

ED 375 088 SP 035 450

Richards, Janet C.; And Others
"This School Is a Terrible Place. The Kids Don't Listen": Contextual Influences on Preservice Teachers' Professional Growth in an Early Field Placement.
PUB DATE- Apr 94
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-10, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Context Effect; Elementary Education; *Field Experience Programs; Higher Education; Language Arts; Longitudinal Studies; Methods Courses; Preservice Teacher Education; *Professional Development; Qualitative Research; Reading Instruction; *Student Development; Student Experience; *Student Teaching; Teacher Behavior; Teacher Education Programs; Urban Schools
IDENTIFIERS- Preservice Teachers

The purpose of this longitudinal qualitative inquiry was to describe the socially constructed, negotiated, and contextual nature of an early field placement in an urban elementary school. The objectives were to document subtle changes over time in preservice teachers' reading/language arts subject matter knowledge and teaching beliefs and behaviors in an early field placement, and to determine how the contextual influences of an urban elementary school contribute to these changes in both positive and negative ways. The participants in the study were 75 elementary education majors enrolled in a reading/language arts methods block designated as an early field experience. Data sources were formal and informal observations, interviews, field notes, dialogue journals, final reflective statements, and interpretations of researcher-devised illustrations depicting teaching methods. Results indicated that most of the preservice teachers experienced increasing frustrations after a few teaching sessions, became preoccupied with group management concerns, did not construct knowledge about reading/language arts until the end of the semester, developed a sense of responsibility and concern for students' instructional and emotional needs, came to value the field experience, experienced a decrease in prejudice towards culturally diverse and at-risk students, and became more flexible. Educational implications are discussed. (Contains 25 references.) (JDD)

ED 375 089 SP 035 452

Lacotte, Jacqueline
The Triangle of Communicative "Didactique."
PUB DATE- Apr 94
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-10, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Classroom Communication; Communication (Thought Transfer); *Didacticism; Higher Education; *Instruction; Interaction; *Interpersonal Communication; *Mediation Theory;

ED 375 106 SP 035 483

Koop, Anthony J.
Empowering Teacher Educators: A Process of Transition.
PUB DATE- Jul 94
NOTE- 13p.; Paper presented at the Annual Conference of the Australian Teacher Education Association (24th, Brisbane, Queensland, Australia, July 3-6, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College School Cooperation; Educational Change; *Educational Cooperation; Elementary Secondary Education; *Faculty Development; Higher Education; Partnerships in Education; Teacher Educator Education; *Teacher Educators; *Teacher Role
IDENTIFIERS- *Empowerment; *Teacher Collaboration

Ideally teacher educators play a significant role in the initial empowerment of teachers as professionals. The level of success teacher educators have in this role reflects their own level of empowerment. Empowered teacher educators have a clear perception of the role of a teacher and of their own role as a teacher educator. To achieve empowerment requires overcoming fears of change or of discomfort that change may cause, coming to an understanding of the forces for change and the nature of the changes sought, grasping a sense of the diverse possibilities in teacher education through the literature and through listening to others, and reflecting on increasing understandings in order to reach some greater clarity about oneself as a teacher educator. An empowering strategy linked with the ongoing renewal and refinement [illegible] teacher education curriculum within institutions is proposed, based on collaboration, support and trust of each other, and a view of oneself not as a leader dispensing wisdom but as a partner in an ongoing process contributing to effective education. Teacher educators need to overcome obstacles to collaboration and begin to build bridges to others in the faculty, other faculties, students, teachers, schools, and beyond. (Contains 17 references.) (JDD)

ED 375 107 SP 035 484

Wake, Andrew; Danaher, Patrick
Student Performance Standards and Queensland Teacher Education.
PUB DATE- 4 Jul 94
NOTE- 20p.; Paper presented at the Annual Conference of the Australian Teacher Education Association (24th, Brisbane, Queensland, Australia, July 3-6, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Standards; Educational History; Elementary Secondary Education; Foreign Countries; Government Role; *Government School Relationship; Higher Education; *Minimum Competency Testing; Politics of Education; *Preservice Teacher Education; *Professional Autonomy; School District Autonomy; *State Standards; Teacher Response
IDENTIFIERS- *Australia (Queensland)

This paper considers the implementation of Student Performance Standards (SPS) in Queensland, Australia, and their implications for teacher education. Student testing procedures

ED 375 125 SP 035 508

MacDonald, Judith B.
Teaching and Parenting: Effects of the Dual Role.
PUB DATE- Apr 94
NOTE- 9p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Affective Measures; Child Rearing; *Elementary School Teachers; Elementary Secondary Education; *Employed Parents; Females; Males; *Parent Attitudes; *Secondary School Teachers; Sex Differences; *Teacher Attitudes; Teaching (Occupation)
IDENTIFIERS- *Dual Role; Relationship Identification; *Teachers as Parents

The purposes of this study were to analyze the effects of being a teacher-parent and to try to identify the knowledge and perspectives teacher-parents derived from the dual role that might be useful to teachers and parents with experience in just one role. The following issues were explored: (1) how parenting influenced teachers; (2) how teaching affected parenting; (3) themes of difficulty in the dual role; (4) differences in how men and women perceived the dual role; and (5) the use of teacher-parents' knowledge for parents and educators with experience in one role only. Subjects--50 female and male, white middle class teachers of elementary, middle, and high school students--were interviewed through a series of open-ended questions to determine their beliefs about the dual role. According to the data analysis, the major effect of parenting on teachers was a greater understanding of and empathy for the parents of their students. In addition, they developed a broadened perspective toward their own children. The main difficulty in the dual role for women was "exhaustion"; male teacher-parents did not find much that was hard in the dual role. Informants' suggestions formed the basis for recommendations including the use of teacher-parents to help educators without children understand how the vulnerability of parents can cause defensiveness, and to help in the development of programs to bridge the gaps of understanding that can develop between teachers and parents. (Contains 15 references.) (LL)

ED 375 126 SP 035 509

Hansen, Edmund
The Role of Goals and Belief Systems in the Acquisition of Ill-Defined Professional Skills: A Case Study.
PUB DATE- Apr 94
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; *Counselor Characteristics; Graduate Students; Higher Education; *Intellectual Development; *Interpersonal Competence; *Professional Development; Professional Education; School Psychologists; *Skill

reporters in conference dialogue, the discourse was analyzed for topic initiation and elaboration and speech acts, including elicitation, response, reaction. The cases and interviews suggest that collaboration and negotiation facilitate construction of alternate text choices and socialization of students in this discourse community. However, student interpretation of the editorial conference varies across four factors: the appropriateness of disagreement, the nature of the writing process, the objectives of the lab, and the degree of self-confidence of the learner. (Author/JL)

ED 374 680 FL 022 475

Kulig, Barbara; O'Brien, Mary Lou
Increasing Levels of Interest and Motivation of Sixth-Grade Junior High Foreign Language Students through Curriculum Redevelopment and Innovative Teaching Methods.
PUB DATE- Apr 94
NOTE- 72p.; M.A. Thesis, Saint Xavier University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Curriculum Development; Elementary School Students; Grade 6; Instructional Innovation; Intermediate Grades; *Learning Motivation; Middle Class; Second Language Learning; *Student Attitudes, *Student Motivation; Surveys; Teacher Attitudes; *Teaching Methods

This paper describes an agenda for expanding interest and motivation among sixth-grade foreign language students in a middle-class suburban community located in northeastern Illinois. The problem was originally noted by the teaching staff/researchers who found students unable to focus and maintain attention during class. Administration of surveys to students and teachers confirmed the problem and its extent. Investigation of the probable cause data disclosed that the curriculum was out-dated and inappropriate. it did not address real-life situations and lacked continuity. Teaching methods were deficient in creativity, and the program did not speak to the academic needs of a heterogenous group of students. Solutions suggested by professional experts, in conjunction with an investigation of the problem setting, indicate two compatible teaching methodologies that would offer successful outcomes. The two strategies served as a basis for designing the curriculum. Student levels of interest in foreign language increased, as did their motivation. These changes appeared to be related to curricular modifications and revised teaching practices. Appendixes contain the sixth-grade schedule and four survey instruments. (Author/JL)

ED 374 681 FL 800 710

Randall, Margaret
Testimonios: A Guide to Oral History.
PUB DATE- 85
NOTE- 48p.; Photographs may not copy clearly.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Cultural Maintenance; Data Collection; Foreign Countries; Foreign Nationals; *Historiography; Interviews;

relation to three sets of variables: personal, academic, and chronological. Findings included the following: (1) faculty listed between one and 19 career events with the average being 7.33 and older faculty tending to list more; (2) 23 faculty listed 31 military service events; (3) 21 faculty listed 51 public school teaching or administration events; (4) 27 participants listed 61 business or industry events; (5) 34 people listed 70 professional practice or performance events with women listing more events in this category. Overall, half of the faculty listed outside work events that they considered significant in the development of their academic careers. Experiences in business and industry were more likely to occur before the final degree was received. Public school experiences often represented a career step toward academia. (Contains 21 references.) (JB)

ED 374 700 HE 027 702

Wells-Lawson, Marcia I.
The Effects of Race and Type of Institution on the College Experiences of Black and White Undergraduate Students Attending 30 Predominantly Black and Predominantly White Colleges and Universities.
PUB DATE- 8 Apr 94
NOTE- 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Black Colleges; Black Students; Colleges; Diversity (Institutional); Higher Education; Racial Attitudes; *Racial Differences; Racial Discrimination; Racial Relations; *Student Attitudes; *Student Experience; Teacher Student Relationship; *Undergraduate Students; Whites

This study looked at whether white students at predominantly black colleges are as likely as black students at white colleges to report lower grades, less satisfactory relations with faculty, perceptions of accommodation of diversity in the campus environment, and feelings of discrimination. Data consisted of student responses to questionnaires distributed to 7,428 students at 30 institutions. Respondents numbered 4,094. Results suggested that, when student background characteristics are taken into account, race, school type, and their interaction make a difference in the prediction of academic performance, feeling of discrimination, and student perceptions of diversity accommodation. When background characteristics were controlled there was no difference in academic performance between black and white students at black institutions. But with the same controls, at white institutions, blacks earned significantly lower grades. Black students on predominantly white campuses reported higher ratings on feelings of discrimination than did white students on black campuses though such feelings were also reported by white students at predominantly black campuses. While black students on black campuses experienced better relationships with faculty than did black students on white campuses, there was no difference in the quality of faculty-student relationships reported by white students on the two types of campuses. (Contains 27 references.) (JB)

ED 374 701 HE 027 703

Bowdoin College, its alumni, and its students in the American Civil War and Reconstruction; (7) the transformation and reform of the college in the late-19th century; (8) the effects of the two World Wars and the Great Depression on the college, its alumni, and its students; and (9) the arrival of coeducation in the early 1970s and recent trends at the college. Four appendixes contain the Charter of Bowdoin College, the Laws of Bowdoin College, excerpts from the college catalog, and Henry Wadsworth Longfellow's poem "Morituri Salutamus." Each chapter contains a list of references. (MDM)

ED 374 718   HE 027 724

Jackman, Diane H.; Swan, Michael K.
Establishing a Teaching Support Center at a Land Grant University.
PUB DATE- Jun 94
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Advising; *Classroom Techniques; College Faculty; *College Instruction; Cultural Pluralism; Educational Resources; Ethics; *Faculty Development; Higher Education; Land Grant Universities; Needs Assessment; *Program Development; State Colleges; Student Centered Curriculum; Teacher Student Relationship; Teaching Assistants; *Teaching Methods; Writing Across the Curriculum
IDENTIFIERS- *University of North Dakota

The Teaching Support Center (TSC) at the University of North Dakota was established in 1992 to provide faculty and graduate assistants with a wide range of pedagogical, professional, and technological assistance in order to improve the quality of instruction. A 3-year plan was developed to implement 13 goals, which are: (1) determining the needs of faculty; (2) collecting resource materials and documenting their use; (3) publicizing faculty development; (4) providing opportunities for training in issues of faculty development; (5) promoting the writing intensive component of the university curriculum; (6) developing culturally diverse teaching activities; (7) facilitating the use of student and peer assessment of faculty; (8) promoting student-centered learning; (9) improving specific methods in teaching, such as test construction and grading; (10) improving faculty-student interaction and advising; (11) improving classroom management; (12) promoting high standards of faculty ethics; and (13) developing a data base for faculty involvement in faculty development activities. Specific activities to implement each of the goals are outlined, and a summary of activities undertaken by and in cooperation with the TSC is provided. (MDM)

ED 374 719   HE 027 725

Application Statistics 1993.
PUB DATE- Aug 94
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Age Differences; Citizenship; *College Applicants; *College Students; Foreign Countries; *Geographic Distribution; Higher Education; Place of Residence; Regional Characteristics; *School Registration; Secondary Education; *Sex Differences

demand for information on the inter-campus mobility of students attending SUNY institutions. The study used an analysis of the higher education backgrounds of transfer students enrolled at SUNY with system-wide data for all undergraduate institutions in SUNY. The report includes an index of SUNY institutions by coordinating areas. Overall 31,603 transfer students enrolled at SUNY in Fall 1993, a 1.8 percent decrease from the previous year with all of the decrease occurring at two-year institutions. The document is almost entirely composed of tables of data in 10 parts as follows: (1) institutional summary tables showing headcounts and percent distribution; (2) coordinating area summary tables showing head count and percent distribution area; (3) location and type of prior institution; (4) transfer students from other SUNY institutions; (5) transfer students from other New York institutions; (6) transfer students from outside the state; (7) trend reports; (8) undergraduate admissions tables; (9) associate degrees granted by SUNY two-year colleges; and (10) appendixes containing a map of SUNY institutions, a chronology of data of establishment of SUNY institutions, and a publications list. (JB)

ED 374 738 HE 027 744

Westmeyer, Paul
A Guide for Use in Planning, Conducting, and Reporting Research Projects. Second Edition.
PUB DATE- 94
NOTE- 173p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- *Bibliographies; Computer Software; Data Analysis; Data Collection; Data Processing; Higher Education; Literature Reviews; *Research Design; Research Methodology; Research Problems; *Research Projects; Research Proposals; Research Reports; Research Skills; Research Tools; Statistical Analysis

This guide to planning and conducting research projects covers how to decide on a research problem, state a hypothesis, plan for the collection of data, write a proposal, analyze and interpret data, and write the research report. Overall, the book takes a practical, hands-on approach and offers checklists, suggestions, and guidelines for all the basic elements of the research process. Chapter 1 is titled "The Literature Search." Chapter 2, "Planning Your Research," addresses stating the problem, identifying variables, evaluating relationships between variables, research planning, stating hypotheses, selecting sampling procedures, and setting significance levels. Chapter 3, "Writing a Research Proposal," covers stating the problem, writing the literature search report, describing the design, writing the elements of the research design, automatic and semiautomatic collection procedures, and data collection by subjective procedures. Chapter 4 is titled "Summary of Requirements in Planning Your Research and Writing a Research Proposal." Chapter 5, "Conducting the Research Project," offers suggestions for getting organized, collecting data, developing questionnaires and interview guides, recording observational data, obtaining test data, and using unobtrusive measures. Chapter 6 discusses "Analyzing and Interpreting Data." Chapter 7, "Computer Programs for Data Analysis," offers programing commands for

Awareness and Campus Security Act of 1990. Part 1 presents 11 topics for helping define comprehensive, exemplary campus security programs. Topics include: statement of behavioral expectations by chief officers of the institution; a plan for timely dissemination of information; effective campus security organization and personnel; services designed to foster safety through prevention; security-sensitive physical plant design and maintenance; a fair, just, clearly articulated judicial system; victims' assistance programs; special considerations for residence halls; special attention to more volatile areas; good campus-community relations; and campus crises prevention and response plan. Part 2 presents some examples of practices, shared by campus officials across the country, that may be helpful to other colleges and universities, categorized according to Part 1's topic areas. Appendix A lists the schools cited in the report. Appendix B lists resources in the field of campus security. (JDD)

ED 374 757 HE 027 764

Geltner, Beverley B.
The Power of Structural and Symbolic Redesign: Creating a Collaborative Learning Community in Higher Education.
PUB DATE- 94
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Action Research; Community; Curriculum Development; *Educational Administration; Educational Change; *Educational Cooperation; *Educational Environment; Feminism; *Graduate Study; Higher Education; Leadership Training; *Program Development; Women Administrators
IDENTIFIERS- *Collaborative Learning; Diversity (Student); *Oakland University MI

This paper describes efforts to redesign a graduate program of educational administration and leadership at Oakland University in Rochester, Michigan, shaped by contributions of researchers in contemporary management and leadership theory, feminist pedagogy, action research, and educational reform. A culture of collaboration, inclusion, and success for all was created through faculty information-sharing and relationship-building meetings. The program operated on a cohort model, by which approximately 15 students would be admitted once a year, to remain as a working team over the entire 2 years of the program. Admissions criteria were modified to deliberately recruit students with diverse backgrounds, qualities, and experiences. Rites and rituals were created, teams began to create their own meaning and identity by naming themselves, models of collaborative teaching and learning were established, collaborative action research projects were conducted, mentors were identified for all students, and portfolio assessment was integrated with reflective practice and cognitive coaching. The program has demonstrated that the conscious redesign of structure and symbolism can create a different learning environment, one which helps capable women attain the levels of achievement and responsibility of which they are capable. (Contains 24 references.) (JDD)

ED 374 758 HE 027 765

Archer, Austin C.
The Measurement of Charismatic Teaching in the College Classroom.

analysis. For coding and analysis, each protocol was broken down into 15-second segments. Results showed that TAPS users differed from users of conventional tools in both time taken in problem solving and reading time; TAPS use appeared to serve as a catalyst for more strategic planning behavior; collaboration also produced more planning behavior; and more behavior associated with metacognitive monitoring occurred in the pair groups. (Contains 16 references.) (JLB)

ED 374 777   IR 016 820

Eraut, Michael
Groupwork with Computers in British Primary Schools.
PUB DATE- Apr 94
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Children; Classes (Groups of Students); *Computer Assisted Instruction; *Cooperative Learning; Decision Making; Elementary Education; Foreign Countries; Group Dynamics; Microcomputers; *Small Group Instruction
IDENTIFIERS- England; LOGO Programming Language

In British primary schools, it is unusual to find more than one computer in a classroom. As a result, children are assigned to small groups to use the computer. This research reported here sought to explore the characteristics of groupwork with computers and to provide guidance to teachers on computer use issues. This paper summarizes work from the Sussex component of a three-year project involving London and Sussex Universities and 12 schools in six districts. The children observed in the study were between 8 and 12 years of age. The software used in the classrooms included LOGO (Mathematics), Lego LOGO (Control Technology), databases (for Social Studies Topics), and DEVELOPING TRAY (a language program using a cloze procedure format). Data for the case studies were gathered by observation, interviews, questionnaires, school records, and, in some cases, tests of pupil performance. This paper reports on the following selected topics from the research: group processes, including pupil roles, decision making, turn-taking, participation, fairness, conflict, and collaboration; ability factors; optimum size of group; personality factors; teacher approaches to group composition; and emerging policy issues. (Contains 23 references.) (JLB)

ED 374 778   IR 016 821

Ring, Geoff
Creating Electronic Performance Support Systems for Australian Graduate Students in Computer Education.
PUB DATE- Apr 94
NOTE- 9p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994). Original printed on colored stock.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Software

Appalachia, politeness, civil war in Yemen, dinosaurs, Palestine, and violence and the news (May 9-13); (3) Haiti, Battle of Gettysburg, baseball education, super trains, elections in Malawi, Brown vs. Board of Education, homeless in America, Laotian garment makers, integration, comet collision with Jupiter, advertising schools, scientific literacy, and death of Jacqueline Kennedy Onassis (May 16-20); (4) X-31 aircraft, end of British rule in Hong Kong, computer family, Rwandan orphans, electronic transactions, Dan Rostenkowski, active volcanoes in the state of Hawaii, China Trade Status, and political correctness and Prince Charles (May 23-27); and (5) investigation of Dan Rostenkowski, AIDS awareness, and D-Day (May 31). (JLB)

ED 374 797 IR 016 856

CNN Newsroom Classroom Guides. June 1-30, 1994.
PUB DATE- Jun 94
NOTE- 90p.; Videos of the broadcasts can be ordered from CNN. For guides from March through September 1994, see IR 016 853-859. Thursday, June 2, 1994 is mislabelled as Wednesday.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cable Television; *Class Activities; *Current Events; Discussion (Teaching Technique); *Educational Television; Elementary Secondary Education; *News Media; *Programming (Broadcast); *Social Studies
IDENTIFIERS- Cable News Network; *CNN Newsroom

These classroom guides for the daily CNN (Cable News Network) Newsroom broadcasts for the month of June provide program rundowns, suggestions for class activities and discussion, student handouts, and a list of related news terms. Topics covered by the guides include: (1) Congressman Dan Rostenkowski, D-Day, cars and Singapore, Rodney King civil trial, off-road wheelchairs, and North Korea (June 1-3); (2) D-Day Germany and World War II, media guide to "A Century of Women," students and writing, World Cup, investments, D-Day, Patrick Kennedy, religion and the workplace, and media guide to "Amelia Earhart: The Final Flight" (June 6-10); (3) the United States and Haiti, interactive movies, Reed Hundt of the Federal Communications Commission (FCC), modern Haitian history, welfare reform, Argentinean Antarctica, North Korea, socially correct investing, troubled youth, and gray whales (June 13-17); (4) O. J. Simpson, school bus safety, racism in the United States, Brazil, South Africa, intolerance in Germany, the United States and North Korea, pneumatic tubes for transmitting documents, media guide to "Gettysburg," and France and Rwanda (June 20-24); and (5) Gay Pride, voice activated computer software, White House staff changes, banking practices, World Cup and Haiti, Haitian refugees, girls and video games, tobacco farmers, space tethers, and baseball jargon (June 27-30). (JLB)

ED 374 798 IR 016 857

CNN Newsroom Classroom Guides. July 1-29, 1994.
PUB DATE- Jul 94
NOTE- 82p.; Videos of the broadcasts can be ordered from CNN. For guides from March through September 1994, see IR 016 853-859. The July 14, 1994 guide is missing.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

single towns; remote educational protocols; and developing educational programming agreements. Regulatory enhancements and their effects on educational programming are examined. Video dial tone trials which allow video programming over traditional copper lines are introduced. Remote educational protocols for distance networks are discussed. Federal initiatives have given money and legislation to be used in developing regional educational networks. The changes that advances in technology have made in distance education are examined. Finally, the implications of these new developments for Connecticut are identified. (JLB)

ED 374 816 IR 055 219

Lesesne, Teri S.; Hall-Ellis, Sylvia
The Selection, Evaluation and Integration of Culturally Authentic Texts: A Case for Making the On-Line Catalog Reflect Parallel Cultures.
PUB DATE- Jul 94
NOTE- 17p.; Paper presented at the Annual Meeting of the International Association of School Librarianship (23rd, Pittsburgh, PA, July 1994).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; Authority Control (Information); Book Reviews; *Cataloging; Childrens Libraries; *Childrens Literature; Classification; *Cultural Differences; Elementary Secondary Education; Ethnic Groups; Foreign Language Books; Library Collection Development; *Library Material Selection; *Multicultural Education; Reading Materials; School Libraries; Spanish; Subject Index Terms
IDENTIFIERS- *Multicultural Materials

This paper examines the process of selecting, evaluating, integrating, and cataloging multicultural texts for school libraries. the first part examines the selection and evaluation of culturally authentic texts. Seven sources for locating multicultural literature and several reviewing sources are listed. The following criteria for evaluating multicultural are identified: accuracy and authenticity; avoidance of stereotypes; and use of language and dialect. Suggestions for integrating culturally diverse literature throughout the curriculum are given: sharing the contributions of other cultures; adding stories from other cultures; and choosing books which transform and mobilize readers. The second part of the paper examines the challenges of cataloging culturally diverse material, especially Spanish language materials. Two areas of cataloging are identified that present problems: (1) routine cataloging and authority control issues; and (2) problems unique to specific physical formats. Specific problems related to subject access are addressed, and a strategy is presented to create a new method for subject assignment to Spanish language materials to ensure access for all patrons. (Contains 9 references.) (JLB)

ED 374 817 IR 055 220

Fortenbaugh, Robert K., Comp.
Analyses of New Jersey Public Library Statistics for 1992.
PUB DATE- Oct 93
NOTE- 165p.; For New Jersey Public Library Statistics 1992, see ED 373 805. Cover title varies slightly.
LANGUAGE- English

charts on enrollment and student characteristics. Following an introduction describing a general decline in enrollments due to a statewide increase in fees, the following tables are provided: (1) fall enrollment from 1984 to 1993, showing an enrollment of 20,709 for 1993; (2) first-time, continuing, and transfer status of students, 1987-93, indicating that first-time students decreased by 26.6%, first-time transfer students decreased by 23.6%, returning students decreased by 10.8%, and returning transfer students decreased by 21.2% from 1992 to 1993; (3) student level of educational attainment, 1987-93, showing a 7.7% decrease in freshman students from fall 1992; (4) student gender, 1987-93, indicating that 54.5% of students were female in 1993; (5) part-/full-time status of students and part-/full-time status by gender, 1987-93, revealing a 12.5% decrease in part-time students from 1992 to 1993; (6) student enrollment by time of day (day/evening) and by time of day by gender, 1989-93, indicating that the number of evening-only students decreased by 10.4% in 1993, and that men registered as day-only increased by 3.2% 1993, compared to a 3% decrease for day-only women; (7) student ethnicity, 1987-93, showing a 14.7% decrease in White students from 1992 to 1993; (8) student age, 1987-93, indicating that the largest group of students (n=6,340) were between 20 and 24 years of age; and (9) credit student age by gender, indicating that the largest age group for women was 30-49, while the largest group for men was 20-24. (KP)

ED 374 835 JC 940 511

Birdsall, Les
Declining Feeder High School Enrollments at Diablo Valley College, Fall 1993.
PUB DATE- Jan 94
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; *Declining Enrollment; Enrollment; *Enrollment Influences; *Enrollment Trends; *Feeder Patterns; High School Graduates; Two Year Colleges
IDENTIFIERS- Diablo Valley College CA

Analyses of enrollment figures at Diablo Valley College (DVC), in California, indicate that the number of students under 20 years of age attending has been declining. DVC's enrollments are dependent on what happens in the college's feeder areas, since the number of recent high school graduates directly affects enrollment at the college. While the State Department of Finance predicts that the number of high school graduates in DVC's county has reached bottom and begun to increase, the number of graduates from DVC's feeder schools does not show that trend. The data indicate that in fall 1993 a smaller number of most graduating classes enrolled in courses at DVC than had been the case in the last three years. Enrollment statistics indicate that 23% of the fall 1993 graduates from the Acalanes multiple high school district enrolled, compared to 30% in 1992; 38% of the Mt. Diablo district graduates enrolled, compared to 50% in 1992; and 28% of the San Ramon district graduates enrolled, compared to 32% in 1992. Percentages were also down from the single high school districts of Alhambra (36% versus 60% in 1992), Carondelet (17% versus 31% in 1992), and De LaSalle (30% versus 37% in 1992). The college must determine if the decline is the result of recent state-mandated fee increases, and determine appropriate conducted to gather the perceptions of administrators nationwide regarding current status and trends. The survey instrument contained five separate questionnaires, directed to the college officers responsible for research and planning, academic affairs, financial aid, business affairs, and the office of the president. The questionnaire was mailed to 235 college presidents in October 1987, resulting in a final sample of 129 surveys from technical junior and community colleges in 38 states. Study findings included the following: (1) 36% of the sample institutions enrolled fewer than 1,000 students, while 38.8% enrolled between 1,000 and 4,999; (2) for the research and planning sub-questionnaire, 63% of respondents typified the economic climate to be poor, while over 75% of the sample forecast positive changes in their economic climates due to increasing tax bases and diversified economic bases; (3) other shifts identified by planners included increases in older students, minority students, female students, and part-time students; (4) 28.5% of responding business officers believed that the relative contributions or mix of funding sources would change; and (5) responding college presidents echoed the shifts identified by planners, while 69% gave their institution a rating of 8, 9, or 10 out of 10 in terms of adaptability. Contains data tables and responses to open-ended questions. (KP)

ED 374 853 JC 940 546

Predictive Validity Study of the APS Reading Test.
PUB DATE- Jul 94
NOTE- 8p.; For a related report, see JC 940 550.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; *Predictive Validity; *Reading Tests; *Standardized Tests; *Student Placement; *Test Reliability; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *Assessment and Placement Services; College of the Canyons CA

In July 1994, College of the Canyons (COC) in California conducted several predictive validity studies of the College Board Assessment and Placement Services (APS) Reading Test. COC began using the 35-question objective format test in spring 1993. Fall 1993 test scores were used in determining the ability of the APS Reading Test to predict student success in both basic skills and college-level English courses offered at COC. Correlation coefficients were computed for each English course between the test scores and course grades with withdrawals converted to fails; and between test scores and course grades with withdrawals deleted. The median predictive validity value across all levels was .27, indicating a moderate linear relationship between test scores and course grades. This predictive validity coefficient value is below the .35 level recommended by the Chancellor's Office. In light of the myriad factors that influence grades other than placement tests, however, the obtained value of the predictive validity of the APS reading test was considered adequate to justify use of the test for placing students into reading courses at COC. Contains two references. (KP)

ED 374 854 JC 940 547

Mattice, Nancy J.
Campus Climate Survey.
PUB DATE- Jul 94
NOTE- 69p.

Instruction; *Remedial Programs; Two Year Colleges
IDENTIFIERS- Hudson County Community College NJ

Historically, Hudson County Community College (HCCC) in New Jersey has included developmental education within its mission. As a result of a major re-evaluation of the College's offerings and operations during 1992, it was recommended that: (1) the college formulate curricula that would serve students who do not progress to college-level study so that they will obtain skills to enable them to enter the working world; (2) maintain assessment and developmental services for academically underprepared students; and (3) obtain alternative funding programs for students in pre-college remedial programs. The mission statement approved in April 1993 included the importance of access regardless of educational preparation and basic skills instruction. In a comprehensive review of academic progress of students who began as freshmen in 1989, 20% began in degree programs; 30% began in developmental education; and 50% began in English-as-a-Second-Language course. The evidence overwhelmingly justifies the inclusion of a developmental education goal in HCCC's mission. The challenge for the college is to carry out this function at such a high level of excellence that developmental education students will be able to hold gainful employment; take part in community life; and continue their education in degree programs. HCCC must help the community understand the necessity of developmental education and support that domain of the mission. (KP)

ED 374 871 JC 940 567

Fujita, Eleanor
Retention Survey of Students: Suggestions for Change and Improvement and Reasons Why Students Leave. Report of Retention Survey of the President's Task Force on Retention, Special Report 93.06.
PUB DATE- Jan 94
NOTE- 81p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; Dropout Research; *Enrollment Influences; Participant Satisfaction; Questionnaires; *School Holding Power; School Surveys; Student Attitudes; *Student Attrition; *Student College Relationship; Two Year Colleges; *Two Year College Students
IDENTIFIERS- Hudson County Community College NJ

In November 1993, Hudson County Community College (HCCC) surveyed a sample of enrolled credit students to understand retention and attrition at the college. The survey asked students to list briefly things HCCC could change or improve to improve retention and to indicate why students they knew had left HCCC before finishing their program. In order to reach students with as wide experiences as possible, the survey was administered in 24 courses sections selected on the basis of academic and language preparation, location, and instructor characteristics. Survey findings, based on responses from 10% of the 3,445 credit students enrolled that term) included the following: (1) suggestions for change or improvement fell into the following categories: 33% - facilities, parking, and classroom equipment; 17% - curriculum and courses; 16% - college services; 14% - instruction; 13% - academic support; 7% - finances; (2) day students offered suggestions for improvement at a higher rate than evening students (96% versus 77%); and (3) of the 250 students who knew someone who left HCCC, 23% indicated that the

*Child Health; Children; Cooperative Programs; Government Role; Health Care Costs; *Health Needs; Health Promotion; Insurance; *Primary Health Care
IDENTIFIERS- California; Health Care Reform; Health Policy

This collection contains materials from various sources on the status of children's health, successful children's health programs, and advocacy for children's health. Section 1 contains: (1) the statement by the Children's Defense Fund (CDF) on maternal and child health needs under national health reform; (2) information on uninsured children, children with disabilities, and copayments in California; (3) a rationale for immunization; (4) projections for 1992-2000 on children of families with employment-related insurance; (5) CDF's statement on crime prevention; (6) the chapter on health from the Children's Advocacy Institute's "California Children's Budget 1994-95"; and (7) testimony by Neal Halfon (co-director of the University of California's Maternal-Child Health Policy Research Center) before the Senate Hearing on Maternal and Child Health and Health Care Reform (November 16, 1993). Section 2 contains papers, newspaper and journal articles, and promotional materials describing: (1) the Los Angeles Free Clinic; (2) the "Young and Healthy" project of Pasadena, California's Health Coalition for Children and Youth; (3) a non-profit center for at-risk youth in South Central Los Angeles; (4) a Los Angeles and Orange counties arts program; and (5) the Southern California Youth and Family Center. Finally, section 3 provides an advocate's checklist on children's health; information on several advocacy groups, including the Alliance for Children's Rights, Los Angeles Pediatric AIDS Legal Services, and Children Are Watching Now; a guide to upcoming legislation; and information on media violence. (AC)

ED 374 890 PS 022 660

Theilheimer, Ish, Ed.
Adoptive Families: Out of the Shadows = Les familes adoptives: sortent de l'ombre.
PUB DATE- Sep 92
NOTE- 33p.
LANGUAGE- English; French
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials (070),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Adoption; *Adoptive Parents; *Biological Parents; Foreign Countries; State Legislation; Transracial Adoption
IDENTIFIERS- Canada

This theme issue deals with adoption. "Adoption in Canada: A Profile," provides statistics on public and private adoption, as well as demographic characteristics on adoption applicants and children placed for adoption. It also discusses current adoption legislation. "Abandoning Ownership: A Philosophical Approach to Adoption" (Terri Spronk) explores the changing attitudes about the place of adopted children in their adoptive families. "Open Adoption in Canada" (Marilyn E. Shinyei and Linda Edney) focuses on the practice of allowing the birth parent to choose the adoptive family for their baby. This article clarifies the distinction between open and closed adoptions, noting that in spite of its positive aspects, open adoption may not be suitable for everyone. "Adoption: So Many Issues, So Little Understanding" summarizes some of the most important issues relating to adoption, including transracial and special needs adoptions. Also included in this issue are short articles about funding for family support programs and with AIDS, or children who are HIV positive, and their families. The goal of the guide is to maximize participation of infected children in the Head Start program. The guide presents activities in three main stages: pre-enrollment, direct services, and health education. In the pre-enrollment stage, an interdisciplinary team presents orientation to the children's parents, requests parents' written authorization to share the information and interviews with parents about their children's health. In the direct services stage, a nurse examines children's state of health, including physical, medical, and dental treatment. A nutritionist, food service personnel, and health services coordinator give instructions on food handling, sanitation, hand washing, and health guidelines. In the health education stage, the interdisciplinary team provides training for personnel, parents, and the community for the purpose of disseminating information about AIDS, diseases of children with AIDS, health, nutrition, and hygiene problems. Other program components, such as psychological and special services, are also discussed, along with the staff position responsible for implementation. Two appendixes contain the parent authorization form and a description of the role of the case management system, which offers or coordinates needed assistance services of children with HIV/AIDS. The Spanish version also contains a list of agencies providing HIV/AIDS services for children and their families and a brief outline of the Federal Privacy Act of 1974. (AP)

ED 374 910 PS 022 748

Phillips, Nancy H.
Choosing Schools and Child Care Options: Answering Parents' Questions.
PUB DATE- 94
NOTE- 102p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Development; Childhood Needs; *Day Care; Developmental Stages; Disabilities; *Early Childhood Education; Employed Parents; Evaluation Criteria; Individual Needs; Infants; Kindergarten; Kindergarten Children; Parent Attitudes; Preschool Children; *Preschool Education; *School Choice; Special Needs Students; Toddlers
IDENTIFIERS- Special Needs Children

Designed to help parents make informed decisions about child care, preschool, and kindergarten placements, this book answers typical questions other parents ask about schooling decisions. Chapter 1 is a resource section based on current research and educational theory, and provides a brief summary of the best and most recent thought on early childhood issues. It gives information on how and why schools and child day care centers differ. Chapters 2 through 6 focus on specific age groups. Chapter 2 deals with children from birth to 18 months, and chapter 3, with children from 18 months to 3 years. Chapters 4 through 6 cover 3-, 4-, and 5-year-olds, respectively. Each age-group chapter discusses characteristics typical of children in that age group and answers questions their parents ask. Chapter 7 deals with various problems families may encounter when seeking child care. It examines child care choices for special needs or handicapped children, and gives information for parents who work unusual hours. This final chapter also the Brisbane School of Distance Education (Queensland, Australia), concerning their role in the establishment and implementation of a primary education program for children of the Showmen's Guild of Australasia. Interviews with five itinerant teachers revealed that their responsibilities include assessing correspondence papers from students and maintaining telephone contact with students, home tutors, and parents, as well as working in selected towns on a short-term basis to teach "face-to-face" lessons to itinerant students. Each teacher worked with between 15 and 20 children, usually in family groups across grade levels. Teachers expressed concerns about the show children's lifestyle and how this has affected their educational and social development. However, all teachers felt that the distance education program had improved the children's educational opportunities and adequately addressed their educational needs. Disadvantages of the children's itinerant lifestyle that the program was unable to address were lack of routine, lack of continuity, dependence on the support of the home tutor, role conflicts of local teachers, and insufficient program funding. Implications for other itinerant education projects include recognizing the importance of teacher attitudes when implementing an educational program for a marginalized group. Contains 20 references. (LP)

ED 374 929 RC 019 766

Rose, C. G.; And Others
Margins within Margins?: Voices Speaking through a Study of the Provision of an Educational Program for the Children of One Australian Show Circuit.
PUB DATE- 10 Dec 93
NOTE- 17p.; Paper presented at the "The Voices of a Margin: Speaking for Yourself" Conference (Rockhampton, Queensland, Australia, December 10, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Disadvantaged; Distance Education; *Educational Opportunities; Elementary Education; Foreign Countries; *Group Unity; *Lobbying; Migrant Education; *Migrants; *Political Power; Social Bias; Subcultures
IDENTIFIERS- Marginality; *Showmens Guild (Australasia)

This paper examines the tactics used by the Showmen's Guild of Australasia in successfully lobbying for the development of a distance education program for their children. The Guild is considered to be a "marginalized" group, meaning members have less access to wealth, power, and status. Since 1930, members of the Showmen's Guild and their families have traveled from town to town providing agricultural and equestrian shows. Despite the diversity of backgrounds and experiences among people connected with the show circuit, the Guild is highly organized and has been politically active. Informal sanctions have been effective in enforcing group discipline and in presenting the image of a single body of opinion. In addition, investment in sophisticated machinery and technology has resulted in show people having the financial resources to buy homes and have a political voice via more "normalized channels." Although members learn early that they are a marginalized group and are perceived as different from the mainstream, the group maintains close ties and often celebrates its difference. Implications for educational program development center on the goals of educational programs designed for disadvantaged groups, and the status of other in strengthening rural school-community partnerships and in planning rural school improvement. This report summarizes the activities of each of the four RACs during 1988-92 in the following areas: (1) formation and organization; (2) developing a state-specific working definition of "rural"; (3) developing a statewide improvement plan for rural education; and (4) disseminating information related to the statewide improvement plan. In addition, some RACs sought additional resources to implement rural and small school improvement plans, and supported local school improvement activities. Despite differences among the four councils in membership and activities, several commonalities were observed: (1) the support of state education agencies (SEA) was important in establishing a firm foundation for the RACs; (2) SEAs were critical in identifying and recommending RAC members who were committed individuals representing important rural constituencies; (3) the development of a rural education assistance plan was a slow process that appeared to move in cycles; (4) the involvement of the RBS staff member participating on each RAC and providing technical and some financial assistance, was a key element in RAC organization and development; and (5) all RACs achieved an initial objective of identifying and disseminating successful practices and programs for rural schools. (SV)

ED 374 946 RC 019 804

Beyer, Francine S.; Dusewicz, Russell A.
Impact of Computer-Managed Instruction on Small Rural Schools.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 91
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 3-7, 1991).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Computer Assisted Instruction; *Computer Managed Instruction; Elementary Education; Elementary Schools; Elementary School Students; *High Risk Students; Program Evaluation; *Rural Schools; Small Schools; *Student Attitudes; Teacher Attitudes

A 3-year project examined the potential of a computer-managed instruction (CMI) system to improve the academic performance of students in small rural elementary schools. A CMI system consisting of 32 student work stations, 6 courseware packages, 2 testware packages, and a management package was installed at 3 sites in Maryland, Pennsylvania, and New Jersey. The New Jersey school at the time the project began enrolled 180 students in grades two, three, and four; the Maryland school began with 216 students in grades K-6; and the Pennsylvania school with 275 students, grades K-5. Each had significant numbers of at-risk students. Each school year, students completed the Waterford Test of Basic Skills (WTBS) for placement, then received CMI approximately 30 minutes daily throughout the year, alternating among subjects (reading, language arts, writing, mathematics, and typing). A posttest on the WTBS and an attitude survey were administered to students at the end of the school year. Regular observations and interviews assessed teacher attitudes and practices relative to CMI. Following modest gains in the first year, achievement results in the second and third years showed significant gains for all grades and sites. Student attitudes toward their

ED 374 964   SE 054 772

The Development of Exemplar Identification Instruments for a Science and Technology Education Talents Programme. Asia and the Pacific Programme of Educational Innovation for Development (APEID).
PUB DATE- 93
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academically Gifted; *Aptitude Tests; Foreign Countries; Science Curriculum; *Science Education; *Science Programs; Secondary Education; *Talent Identification; *Technology Education
IDENTIFIERS- Asia Pacific Region

The Asia and the Pacific Programme of Educational Innovation for Development (APEID) has a primary goal of contributing to the building of national capacities for undertaking educational innovations linked to the problems of national development, thereby improving the quality of life of the people in the member states. One of the major interests of this group is science and technology education. A workshop was held to discuss the following topics: (1) reviewing problems and issues in the development of scientific and technological talent; (2) developing exemplar instruments for identifying scientific and technological talent; (3) developing nurturing programs for the scientifically and technologically talented; (4) promoting interest among science educators in the development of scientific and technological talent; and (5) exchanging ideas on how to improve the development of the scientifically and technologically talented. Also included in the document are the agenda, list of participants, the development of learning/teaching materials for real-life problem-solving situations, and examples of problem-solving situations. (ZWH)

ED 374 965   SE 054 800

Anderman, Eric M.; And Others
Perceptions of Mathematics Classroom Climate: A Multilevel Study.
SPONS. AGENCY- National Inst. of Child Health and Human Development (NIH), Bethesda, MD.
PUB DATE- Aug 93
NOTE- 17p.; Paper presented at the Annual Meeting of the American Psychological Association (Toronto, Ontario, Canada, August 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Environment; *Educational Quality; *Elementary School Students; Grade 5; Intermediate Grades; *Mathematics Instruction; Motivation; Multiple Regression Analysis; *Student Attitudes; Teaching Methods

One framework for conceptualizing the study of classroom effects on student motivation asserts that students' perceptions of the classroom environment mediate the relationship between teacher practices and student performance outcomes. This study examined within- and between-classroom effects on 356 fifth-grade students' perceptions of the quality of instruction in their mathematics classes. Results suggest that a positive classroom instructional climate is related to several individual difference variables, including low perceptions of differential students and teacher and written work of the students were compiled. Preliminary analysis of the results showed that working with real data made a difference in the level of excitement about data collection, helped the students deal with new issues in mathematics, and helped students feel more control over what they were learning. Contains 22 references. (MKR)

ED 374 987 SE 054 943

Joram, Elana; And Others
Numeracy as Cultural Practice: An Examination of Numbers in Magazines for Children, Teenagers, and Adults.
PUB DATE- Apr 94
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Adults; Children; Content Analysis; *Decimal Fractions; Elementary Secondary Education; *Fractions; Mathematics Education; Number Concepts; *Numeracy; *Percentage; *Periodicals; *Rational Numbers

Many have argued for the importance of numeracy, yet little is known about the opportunities for numeracy available to people in their daily lives. In this study, characteristics of rational numbers in magazines written for children, teenagers, and adults were analyzed and compared. Analysis indicated that difficult mathematical concepts that appear in the media such as fractions, percents, and averages are much more prevalent in adults' magazines than in those written for children and teenagers. Adults are often presented with rational numbers that are related to each other. Numbers in teenagers' texts do not appear to provide a transition to those found in adults' texts, despite the fact that through formal schooling teenagers have encountered all the mathematical concepts that are frequently found in adults' texts. Implications for preparing students for the numeracy demands of everyday life are discussed. An appendix contains the coding scheme used in the study. Contains 27 references. (Author/MKR)

ED 374 988 SE 054 944

Chiu, Ming Ming
Metaphorical Reasoning in Mathematics: Experts and Novices Solving Negative Number Problems.
PUB DATE- Apr 94
NOTE- 67p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994). Some hand written figures may not copy clearly.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Diagrams; Grade 7; *Graduate Students; Integers; Interviews; Junior High Schools; *Junior High School Students; Mathematics Education; *Metaphors; Middle Schools; *Problem Solving; *Thinking Skills
IDENTIFIERS- *Metaphorical Thought; *Negative Numbers

Metaphorical reasoning explains how people can interpret abstract representations through a complex activity and then apply them to new problems. In particular, metaphors can facilitate both

(120)
DESCRIPTORS- Aesthetic Education; *Aesthetic Values; *Art Education; *Cultural Context; Elementary Secondary Education; Equal Education; Higher Education; Individualism

Practices intended to promote equity, reproduce inequity. Theories based on belief in individualism concentrate attention on individual differences, removing social differentiations. Being concerned with the formation of common culture, art educators present aesthetic objects as culturally neutral, devoid of the context from which they were produced, thus presenting the illusion that a hierarchy of aesthetic quality exists that is fixed and agreed upon. (MM)

ED 375 011 SO 021 973

Little, Bruce E., Ed.
Secondary Art Education: An Anthology of Issues.
PUB DATE- 90
NOTE- 255p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141),Books (010)
DESCRIPTORS- Art Activities; Art Criticism; *Art Education; Classroom Environment; Computer Uses in Education; Disabilities; Discipline Based Art Education; Educational Research; Equal Education; Futures (of Society); Interdisciplinary Approach; Mainstreaming; Multicultural Education; Preadolescents; School Safety; Secondary Education; *Secondary School Curriculum; Student Evaluation

In this anthology, 18 authors address art education and classroom issues of concern to the middle and high school level teacher. The volume includes: (1) "The Discipline of Art" (Harlan Hoffa); (2) "Art Criticism and Social Integration of the Disciplines of Art" (Tom Anderson); (3) "The Period of Transescence and Its Relevance for the Secondary Level Art Education Program" (Andra N. Johnson); (4) "Forms of Instruction Used by Art Teachers with Pre-Adolescents" (Mary Stokrocki); (5) "Are Art Teachers Prepared To Teach the NAEA Essential Components?" (Adelaide Rusch; William J. Thomas); (6) "Grading Student Artwork: A Plan for Effective Assessment" (Carole Henry); (7) "Environment of Middle and Secondary Art Classrooms: Becoming Aware of, Designing, and Implementing Changes in the Furniture, Facilities, and Spaces" (Antonia Araca); (8) "The Art Classroom as a Behavior Setting" (Frank D. Susi); (9) "Sketchbooks" (Roberta W. Rice; Sue Ellen McNeil); (10) "Computers in Art Education" (Deborah Greh); (11) "Health Hazards in Secondary Art Education" (Sally Hagaman); (12) "Recurring Themes: A Program for Interdisciplinary Learning" (Arnold Amster); (13) "Teaching Exceptional Students in the Regular School Art Classroom" (Robert D. Clements; Claire B. Clements); (14) "Preparing To Teach Art to Secondary Students from All Cultural Backgrounds" (Enid Zimmerman); (15) "The Role of Researcher in Secondary Art Education" (Linda S. Bradley); (16) "Theory-Practice Schisms of the 1990s" (Karen A. Hamblem); (17) "New Approaches to Secondary School Art Education--A Program for the Artist of the Future" (George Szekely); and (18) "The Next Generation: Initiative or Inertia in Secondary Art Education" (Guy Hubbard). (MM)

ED 375 012 SO 022 004

Newby, Marilyn P.; Carli, Nanette M.
Art Education Programs in Higher Education. A Survey of Art in

discrimination, it has important implications for music education. The hierarchy consists of a 10 level sequence for processing auditory stimuli. The steps consist of: (1) awareness of the stimuli; (2) localization; (3) attention; (4) discrimination between speech and nonspeech sound; (5) auditory discrimination; (6) suprasegmental discrimination; (7) segmental discrimination; (8) auditory memory; (9) auditory sequential memory; and (10) auditory synthesis. Use of this hierarchy for advancing listening experiences for hearing impaired children could be used to maximize the residual hearing on musical listening. A brief look at each of these levels and the suggested correlation between the hierarchy and music is included. While deaf children may require more attention from the music teacher, and materials may have to be adapted in their presentation, musical perception is a possibility. With a little imagination and the adaptation of materials used in the musical education of hearing children, activities for the deaf can be designed to enhance the development of the perceptive skills in the described hierarchy. To build an effective music program for the deaf, it is necessary to create a foundation of musical perception in the early years of the child's music education. Contains 15 references and an appendix of resources for musical examples. (DK)

ED 375 032 SO 024 283

Sims, Wendy L.; Kuhn, Terry L.
Effects of Required Concert Attendance on Attitudes of College Students Enrolled in Music Courses for Nonmusic Majors.
PUB DATE- 93
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- *Concerts; Curriculum Enrichment; Educational Research; Higher Education; Learning Activities; *Music; Music Appreciation; *Music Education; *Nonmajors; Student Attitudes; *Undergraduate Students

This paper presents research surveying the responses of university students enrolled in music classes for nonmusic majors with regard to several aspects of required concert attendance. Groups of subjects (n=258) enrolled in courses with required concert attendance were compared to those in courses without such a requirement. Results indicated that required concert attendance was a positive or, at worst, neutral experience for the students. The students found attending concerts presented by the university music department or concert series to be an enjoyable activity, and reported a fairly high degree of awareness of campus concerts. While all expressed an inclination to attend concerts in the future, this was significantly stronger for the students with the concert attendance requirement. The structure of assignments and expectations, specific preparation for the concert experience, integration of literature studied with performance ensembles, or subsequent discussion of the experience, might be factors which could have an impact on the perceived or actual value of these requirements. The primary implication from this research for instructional practice is that including a concert attendance requirement is likely to increase interest of students and to build positive attitudes toward art music. (Author/DK)

ED 375 033 SO 024 284

customs, was loyal to national ideals, and had a sense of social responsibility. Later reports and studies also are described in this paper. This document cautions that when coverage of content becomes the primary focus of teaching and learning, then students generally do not understand what it is they have learned, and if content was learned through rote memorization, nearly all of it is forgotten within two years. Social studies advocates think that knowledge-based problem solving, decision making, and participatory activities, yield a more competent and committed democratic citizen. If the social sciences are taught as fragmented bodies of disconnected facts, then the curriculum will not achieve its goal of preparing an enlightened, active citizenry. Contains 12 references. (DK)

ED 375 052   SO 024 418

Wagoner, Jennings L., Jr.
"That Knowledge Most Useful to Us:" Thomas Jefferson's Concept of "Utility" in the Education of Republican Citizens.
PUB DATE- May 93
NOTE- 50p.; Paper presented at the Conference on Thomas Jefferson and the Education of a Citizen in the American Republic (Washington, DC, May 13-15, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Historical Materials (060)
DESCRIPTORS- *Citizenship Education; Curriculum Development; Educational History; *Educational Objectives; Elementary Secondary Education; Higher Education; United States History
IDENTIFIERS- *Jefferson (Thomas); *Utilitarianism

This paper discusses Thomas Jefferson's evolving concept of the form and manner of education most useful for republican citizens. Jefferson both respected and resented Europe's claims of superiority in cultural matters. But as captivated as Jefferson was by European artistic and literary attainments, he was appalled at the misery and squalor that he observed among the masses in France. In letters from Europe to those in America, Jefferson expressed his opinions of European education, and what was necessary for education in the new republic of the United States. In numerous letters and documents, Jefferson elaborated in some detail on the value of a knowledge of the classics, modern languages, mathematics, chemistry, agriculture, botany and other branches of science, as well as the study of history and ethics. Studies such as these Jefferson considered the bare essentials, the core areas of knowledge that should be in the possession of any American who sought enlightenment. His writings warned of the pitfalls of sending young men to Europe for an education. Convinced that enlightened Americans needed to attend consciously and deliberately to the serious work of educating the body politic, Jefferson sought to distance his countrymen from the social and political traditions that he believed contrasted so markedly with the conditions that should emerge and prevail in the new nation that was forming. To Jefferson liberty depended on education, an education that would ensure that the inalienable rights recently proclaimed and fought for would be realized. Theoretically Jefferson's educational scheme was both democratic and meritocratic. (DK)

ED 375 053   SO 024 440

An International Colloquium on Education: British and American Perspectives. Proceedings (La Crosse, Wisconsin, September 29-

and Answers" (Claudine K. Brown); "Revisionist Art History and the Challenge of Cultural Diversity" (Alan Wallach); "The Effect of Cultural Diversity on Aesthetics" (Marcia Muelder Eaton); "Make it Real: Notes on Pluralism, Empirical Criticism, and the Present Moment" (Robert Storr); "How Have Issues of Cultural Diversity Affected Practices in Art Making?" (Alfred J. Quiroz); "DBAE and Cultural Diversity: Some Perspectives from the Social Sciences" (June King McFee); "Learning from Literature" (Marianna Torgovnick); "Mining the Museum 1" (Lisa Corrin); and "Mining the Museum 2" (Fred Wilson). Responses to papers listed above, a panel discussion, affinity group reports, references, resources, and a participant lists conclude the volume. (MM)

ED 375 073   SO 024 578

Bednarz, Sarah Witham; And Others
Geography for Life: National Geography Standards, 1994.
PUB DATE- 94
NOTE- 278p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; *Geographic Concepts; *Geography; *Geography Instruction; *Map Skills; Social Studies
IDENTIFIERS- *Geographic Literacy; *National Geography Standards

These geography standards are subtitled "What Every Young American Should Know and Be Able To Do In Geography", and constitute a set of voluntary benchmarks that every school and school district may use as guidelines for developing their own curricula. The standards for grades K-4, 5-8, and 9-12 specify the essential subject matter, skills, and perspectives that all students should have in order to attain high levels of competency. The standards provide every parent, teacher, curriculum developer, and business and policy leader with a set of challenging expectations for all students. The purpose of standards for geography is to bring all student up to internationally competitive levels to meet the demands of a new age and a different world. For the United States to maintain leadership and prosper in the 21st century, the education system must be tailored to the needs of productive and responsible citizenship in the global economy. The guide is divided into 8 chapters: (1) "The Geographic View of Our World"; (2) "The Components of Geography Education"; (3) "Geographic Skills and Perspectives"; (4) "The Subject Matter of Geography"; (5) "National Geography Standards: Grades K-4"; (6) "National Geography Standards: Grades 5-8"; (7) "National Geography Standards: Grades 9-12"; and (8) "Student Achievement in Geography." A conclusion discusses thinking geographically and the role of parents in geography education. Five appendices and a glossary complete the document. (DK)

ED 375 074   SO 024 594

National Standards for Civics and Government.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.; Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- 94
NOTE- 183p.

Models; Semiotics; Teacher Role; *Teacher Student Relationship
IDENTIFIERS- Didactic Teaching

This paper explores the symbolic representation of the teaching situation as a triangle involving teacher, student, and content. The paper explores what is meant by didactic communication, and then studies the meaning of the semiotic triangle in the light of two lines of research: the patterns used to analyze communication situations and ongoing research being conducted in the field of teacher thinking and teacher planning. The paper discusses the distinction between didactic and pedagogical communication, examines the forms of didactic communication, clarifies the distinction between didactic communication and didactic speech, and examines the parts played by each partner in the didactic communication contract. The paper distinguishes among three types of didactic communication, which vary according to context (pedagogical method chosen, age of students, communication contract, etc.): (1) the teacher as the only acting partner and the producer of messages; (2) verbal interaction between teacher and students with two sorts of content (content to be taught, for the teacher and content to be learned, for the student); and (3) mediation between student and content, as the teacher builds an interactional strategy that helps students give meaning to the content. The paper concludes that such complex realities cannot be explained simply by placing "content" as a third pole on the semiotic triangle. (Contains 25 references.) (JDD)

ED 375 090   SP 035 453

Lacotte, Jacqueline
Preprofessional Experiences and Professional Teacher Education in France: Towards a Compatibility.
PUB DATE- Apr 94
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-10, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Comparative Education; Educational Change; Elementary Secondary Education; Foreign Countries; Higher Education; Integrated Curriculum; *Preservice Teacher Education; *Professional Education; Schools of Education; Teacher Certification; *Teacher Education Curriculum
IDENTIFIERS- *France; Preservice Teachers

This paper examines the relationship between preprofessional and professional training for preservice teachers in France. Preprofessionalization consists of having students at University Centers for Teacher Training include in their 3-year curriculum 10 percent vocational training, focusing on the French educational system and policies, the sociology of education, cognitive psychology, epistemology, and didactics. Professional training then takes place at one of France's 28 regional schools of education, where students emphasize academic lectures the first year (to pass a competitive exam) and field sessions the second year. The competitive exam, by which students can officially become salaried civil servants (as teachers in France are), serves as the turning point when students become trainee teachers and begin professional training. Many students view the professionalization training as a short, hectic period of time in which to become efficiently armed to start teaching the following year. Thus, future teachers go through several abrupt changes in the course in various Australian states and territories are described. A theoretical framework, grounded in Australian educational history, is elaborated for understanding the political ramifications of SPS. S. J. Ball's explication of market, management and, particularly, curriculum controls over public education is applied to show how explicit emphasis on student performance is linked to wider forces promoting an instrumentalist and managerialist view of schooling. The emergence of statewide testing is seen as: a quality control measure designed to ensure that schools are producing human resources tailored to the needs of a post-fordist economy; an attempt to shape the quality, character, and content of classroom practice; and a potential step toward monitoring the performance of teachers and schools, making comparisons among them, and linking these comparisons to performance-related pay awards. The paper concludes that SPS constitutes a not entirely desirable response to a series of complex educational and political changes within and outside Australia. SPS represents in microcosm what is a broader challenge to the celebration of diversity and the recognition of heterogeneity that ought to underpin any teacher education program. (Contains 16 references.) (JDD)

ED 375 108   SP 035 485

Wilson, Steve; Cameron, Rob
What Do Student Teachers Perceive As Effective Teaching?
PUB DATE- Jul 94
NOTE- 17p.; Paper presented at the Annual Conference of the Australian Teacher Education Association (24th, Brisbane, Queensland, Australia, July 3-6, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Classroom Techniques; *Developmental Stages; Elementary Education; Foreign Countries; Higher Education; Instructional Effectiveness; Preservice Teacher Education; *Student Development; Student Journals; *Student Teacher Attitudes; Student Teachers; *Teacher Effectiveness; Teacher Student Relationship
IDENTIFIERS- Australia (New South Wales); *Preservice Teachers

Student teachers' journal entries during a 3-week practicum experience were analyzed to determine their perceptions of effective teaching. The students were given no guidance about journal content; they were simply asked to write abut issues or experiences that concerned them, to write reflectively, and to attempt to write daily. From analysis of journal entries, four themes emerged: classroom management concerns, characteristics of successful teaching, perceptions of practice teaching, and relationships with others. Effective instruction involved being able to cater to all levels of pupil performance and using reinforcement and praise. Student teachers moved from a teacher-centered, egocentric perspective in their initial year to more pupil-centered outcomes-based notions of effective instruction in their final year. There was an almost universal concern with "control" as a fundamental characteristic of effective management, especially among first and second year students. Students appear to have a reasonably holistic view of teaching, appreciating its complexities and the links between effective instruction, management, and the maintenance of good relationships. Implications of the study for teacher education are noted. (Contains 21 references.) (JDD)

Development; *Student Attitudes

This case study contributes to the debate about professional education and the nature of complex interpersonal skills. Preservice training programs make certain assumptions about how students acquire practical knowledge and consequently about how such knowledge is best taught. Students form their own beliefs, which in turn exercise considerable influence over the way they learn. Learning professional skills is thus not merely a cognitive act but involves the whole person--a matter of attitude as well as intellect. The current research focused on school-psychological interviewing and consultation skills. Graduate students learned to collect relevant information from parents and teachers about the academic or behavior problems of a pupil in a sensitive and empathetic manner. Although the specific qualities which constitute the expert interviewer are still under discussion, it is clear that more than technical know-how is involved. The study, therefore, tried to identify what students considered the most important aspects of interviewing, and how they described their attempts at becoming proficient in these. It became evident in the course of this research that students were learning much more than interviewing skills, that indeed they were constructing their professional and personal identity as part of the process. (Contains 22 references.) (Author/LL)

ED 375 127 SP 035 510

Bennett, Christene K.; Bennett, Jerry A.
Teachers' Attributions and Beliefs in Relation to Gender and Success of Students.
PUB DATE- Apr 94
NOTE- 111p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Attitude Measures; Attribution Theory; High Schools; *Secondary School Teachers; *Sex Bias; *Sex Differences; *Student Behavior; Student Characteristics; *Teacher Attitudes; Teacher Expectations of Students; Teacher Student Relationship
IDENTIFIERS- *Gender Issues

Attribution theory supports the notion that teachers respond to student behavior based upon their own beliefs regarding the causation of behavior. This study examined differences in male and female teachers' attributions and beliefs in relation to gender and success of their students. Subjects, 250 high school teachers, half male and half female, completed a 2-part survey to measure their attributions of student success or failure in relation to gender-associated behaviors. The teachers were also asked to identify the gender of students believed to be most successful within the teacher's content area. Findings indicated over half of the female teachers and a third of the male teachers reported female students to be more successful in their content areas. Both male and female teachers reported boys to be most successful only in traditional male subjects, such as metal shop and woodworking, whereas female students were identified as most successful in all content areas with the exception of these traditionally male dominant areas. The results implied that male and female students are receiving different educational experiences based upon a combination of their own ability and what their teachers believe to be

Layout (Publications); *Literacy Education; Notetaking; *Oral History; *Personal Narratives; *Questioning Techniques; Spanish Speaking; Tape Recordings
IDENTIFIERS- *Nicaraguans

Guidelines for taking oral histories are presented in this guide. The guide was developed for a project to teach Nicaraguan literacy teachers how to record personal narratives for the purpose of preserving cultural history and heritage. An introductory chapter discusses the distinction and relationship between "testimony," which generally requires interviewing, and "history," which is largely archival, and emphasizes that this form of oral history is being recorded from the point of view of ordinary people, not the dominant classes. The second chapter offers specific techniques for taking oral histories, including the preparation stage, development of questionnaires, interviewing, using a tape recorder, taking notes, transcription, creating an archive, and ethical considerations. Chapter three addresses the gathering of complementary information, such as supporting documents and materials and graphic material, including photographs. Montage or assembly of the testimony is the subject of the next chapter. Editing and the inclusion of the interviewer in the testimony are discussed here. A brief final chapter offers suggestions for evaluating the work and the product. A brief bibliography is included. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 374 682 FL 800 727

Friedman, Sandra; Collier, Julie
New Beginnings...An Introductory Manual for Non-Professional ESL Volunteers & Tutors.
PUB DATE- Jul 93
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Acculturation; Class Activities; Classroom Techniques; Cultural Awareness; Daily Living Skills; *English (Second Language); *Immigrants; Information Sources; Language Teachers; Lesson Plans; *Limited English Speaking; *Literacy Education; Second Language Instruction; Sociocultural Patterns; Student Characteristics; Teaching Guides; Telephone Usage Instruction; Tutors; Volunteers; *Volunteer Training

This guide is designed for new volunteers and tutors giving English-as-a-Second-Language (ESL) instruction to limited-English-proficient (LEP) individuals in the United States. An introductory section looks briefly at the demography of LEP populations and the urgency of ESL learning. Five chapters follow. The first offers basic guidelines in planning the content and organization of lessons and includes a sample lesson plan. The second chapter encourages awareness of cultural and ethnicity issues in the classroom and makes specific recommendations for teacher behavior. Chapter three suggests lesson topics to facilitate learners' acculturation, and contains a sample lesson on telephone usage instruction. The fourth chapter contains sample lessons on cultural diversity, holidays and celebrations, filling out employment applications, calling for information, using the local newspaper, and other lesson ideas appropriate for any group. The fifth chapter contains a glossary, a listing of print and organizational resources, and a bibliography. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

Perney, Jan
Using Writing Samples To Predict Success in a Graduate College of Education.
PUB DATE- Apr 94
NOTE- 7p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Grade Point Average; *Graduate Students; Graduate Study; Higher Education; *Prediction; Predictor Variables; *Schools of Education; Scores; *Success; Teacher Education; Teacher Education Programs; *Writing Skills
IDENTIFIERS- Miller Analogies Test

This study tried to determine how well a combination of junior/senior undergraduate grade point average, standardized test scores, and writing sample scores can predict a student's success in a graduate College of Education. The study used data on 164 students selected to have a slight over-representation of students with lower Miller Analogies Test (MAT) scores. University administrative offices were able to supply a writing sample for 151 of the 164 students limiting the sample to those 151 students. Writing samples were scored by 3 readers with several years experience scoring essays. Predictor variables were undergraduate grade point average from the junior and senior years, the MAT score, and the writing sample score. Dependent variables were student teaching grade, graduate grade point average, and graduation success. Data analysis indicated that although none of the variables could accurately predict student teaching performance or graduation success, the writing sample, in conjunction with the junior/senior undergraduate grade point average could be used with moderate success to predict a student's graduate grade point average. Contains six references. (JB)

ED 374 702 HE 027 704

Edlefson, Carla; Wagstaff, Lonnie H.
Becoming a Multicultural Organization: A Pilot Study of Colleges of Education in the Major Research Universities.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- 8 Apr 94
NOTE- 47p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cultural Pluralism; *Diversity (Institutional); Higher Education; Multicultural Education; Recruitment; *Research Universities; *School Demography; School Holding Power; School Policy; *Schools of Education; *Self Evaluation (Groups)
IDENTIFIERS- Holmes Group

This pilot study explored the efficacy of a concept of multicultural organization and of a survey self-study guide designed for colleges of education in research institutions. The survey study guide was distributed to Holmes group board members who are generally deans of colleges of education at the

IDENTIFIERS- *Ontario

This report presents application and registration data for universities in Ontario for the Fall of 1993. Twenty-eight tables and graphs present information on: (1) the total number of applications and registrations from 1984 through 1993; (2) application and registration ratios; (3) active applications and registered applicants by university, category, and sex; (4) active applications by choice preference and university as a percent of total active applications and registered applicants; (5) active applications and registered applicants by program; (6) active applications by choice preference as a percent of total active applications for each program; (7) regular applications, applicants, and registered applicants by educational source of applicants; (8) distribution of secondary school active applications by geographic origin; (9) distribution of registered secondary school applicants by geographic origin; (10) distribution of active applicants and registered applicants by age and sex; (11) distribution of active applicants and registered applicants by citizenship and immigration status; and (12) distribution of active applicants and registered applicants by program and gender. Two appendixes outline program and geographic groupings. (MDM)

ED 374 720   HE 027 726

Veterans Program Approval. How To Gain Approval for Educational Programs and Institutions Enrolling Veterans.
PUB DATE- 94
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Colleges; *Federal Aid; *Institutional Evaluation; *Postsecondary Education; State Departments of Education; *State Standards; *Student Financial Aid; *Veterans Education; Vocational Schools
IDENTIFIERS- *Connecticut

This booklet outlines the requirements in Connecticut for gaining approval for educational programs enrolling veterans. Any educational institution which enrolls, or is likely to enroll, veterans in postsecondary programs must be approved by the Connecticut Department of Higher Education (DHE) in order for veterans to receive government education benefits. The institution's publications, programs, and policies must be approved. Programs and institutions are subject to periodic re-approval, and must seek revised approval for any new programs or changes in existing programs. Accredited institutions are evaluated in 17 specific areas, while non-accredited institutions must meet additional requirements. Institutions must appoint a certifying official as a point of contact with the DHE, and are subject to annual visits to review their compliance with approval requirements. The address and telephone number of the DHE are provided, as well as a glossary of terms. (MDM)

ED 374 721   HE 027 727

Gorringe, Richard; And Others
Changing the Culture of a College.
PUB DATE- 94
NOTE- 100p.

International Business Machine compatible personal computers for determining descriptive statistics and others usi t-values, correlation coefficients, Chi-square values, and test reliability estimates. Chapter 8 is entitled "Writing the Research Report." A subject index is included. (JB)

ED 374 739 HE 027 745

Jaramillo, James A.
A Multi-Methodological Evaluation of Hispanic Student Recruitment and Retention Effectiveness at the University of Colorado, Boulder. A Qualitative Study of Recruitment and Retention by Agency.
PUB DATE- 92
NOTE- 152p.; Report prepared for: (1) course entitled "Seminar in Applied Anthropology," by Professor Friedl Lang; and (2) University Minority Student Recruitment and Retention Agencies. Appendixes 4-7, 10, depicting organizational structure at the university, are illegible.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrators; Agency Cooperation; College Students; Diversity (Institutional); Educational Finance; Graduate Students; Higher Education; Hispanic Americans; Minority Groups; *Program Effectiveness; Role Models; *School Holding Power; Student Financial Aid; *Student Recruitment
IDENTIFIERS- Diversity (Student); *Hispanic American Students; Recruit Attrition; Recruiter Role; *University of Colorado Boulder

In order to propose solutions to expressed Hispanic minority student recruitment problems, this study assessed the strengths and weaknesses of several University of Colorado at Boulder Hispanic student recruitment agencies. Data collection involved interviews with nine minority recruiting agency representatives, two retention agency representatives, and a sample of the Hispanic student population. The students included 45 undergraduates and 12 graduate students. The study also sought the recruitment and retention rates for each agency. Among the study findings were that many recruiting agencies do not keep recruitment and retention statistics from year to year, that several recruiting agencies face budget deficiencies and insufficient intra-agency communication, and that a labor shortage affects the Admissions Office's ability to recruit minority students with minority recruiters. Retention agencies also reported shortages in funding, labor, and student financial aid. Other cofactors of Hispanic student attrition included lack of minority faculty and staff as role models, low Hispanic student presence, insufficient student financial aid, student personnel problems, and systemic racism. Extensive appendixes contain study data, questionnaires, data on the institution, organizational charts, and a map of the university. (Contains 25 references.) (JB)

ED 374 740 HE 027 746

Bull, G. M.; And Others
Information Technology: Issues for Higher Education Management. Higher Education Policy Series 26.
PUB DATE- 94
NOTE- 200p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)

PUB DATE- 4 Apr 94
NOTE- 49p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- College Faculty; *College Instruction; Factor Analysis; Higher Education; Interviews; *Measurement Techniques; *Merit Rating; Professional Recognition; Questionnaires; *Student Attitudes; *Student Evaluation of Teacher Performance; Teacher Attitudes; Teacher Behavior; *Teacher Characteristics
IDENTIFIERS- *Charisma

This study identified the characteristics of charismatic teaching behavior by interviewing deans, department chairs, teachers, and students at a midwestern state university. Based on interview data, a questionnaire was developed and administered to 19 classes, 10 taught by teachers recognized by the university for teaching merit and 9 teachers not so recognized. Results indicated that charismatic teachers were perceived as exhibiting caring and concern for students and were seen as energetic and enthusiastic in the classroom. There may be two opposing kinds of charismatic teaching, one focused on intellectual aspects, the other on personal or relational attributes. There was a positive relationship between teachers recognized for merit and teachers viewed as being charismatic. The relationship among: (1) personal empathy, personal intensity, and intellectual challenge as factors of charismatic leadership, (2) trust, and (3) commitment were also analyzed by ethnicity of student, sex of student, age of student, sex of teacher, and subject being taught. (Contains 22 references.) (JDD)

ED 374 759 HE 027 766

Lucas, Ann F.
Strengthening Departmental Leadership: A Team-Building Guide for Chairs in Colleges and Universities. The Jossey-Bass Higher and Adult Education Series.
PUB DATE- 94
NOTE- 295p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administrator Responsibility; *Administrator Role; *College Administration; Conflict Resolution; *Department Heads; Departments; Faculty Development; Faculty Evaluation; Higher Education; Instructional Leadership; Leadership; *Leadership Responsibility; *Personnel Management; Stress Management; Teamwork

This book demonstrates how academic chairs at institutions of higher education can learn the skills that are essential to their becoming leaders and faculty developers and having a significant impact on their departments. The book assists chairs in building cohesive teams in their departments and facilitates learning and using survival skills. It is designed to be highly practical, presenting sensible advice on handling problems that occur frequently in college and university departments. The book provides a goal-setting framework and

Development; Educational Media; Educational Technology; Evaluation Methods; Foreign Countries; Higher Education; Hypermedia; *Multimedia Instruction; Research and Development
IDENTIFIERS- Australia; Interactive Systems; Multimedia Materials; *Performance Support Systems

This paper describes research and development concerning the use of electronic performance support systems (EPSS) in interactive multimedia (IMM) classes at Edith Cowan University (ECU), Australia. EPSS are a special type of computerized support systems that integrate a knowledge base with practical tools required for a specific type of job. The use of an EPSS in the context of an IMM course is seen as appropriate given the heavy emphasis that is placed on the practical application of theory to large scale project work. The current IMM Project EPSS prototype consists of an information base and software tools with links between them. The first two research and development phases are characterized by qualitative research accompanied by concurrent development and evaluation. Phase 1 (Initial Assessment) consists of product design, development, and evaluative research. Phase 2 (Assessment of Initial Implementation) will determine the effects of implementing learning strategies based on the IMM EPSS on 30 graduate students. This assessment may result in new or modified research questions and software modifications for the EPSS. (JLB)

ED 374 779 IR 016 822

Myers, Lonnie D.; Anderson, Jon C.
Is There Too Much Hype about Hypercard?
PUB DATE- May 94
NOTE- 51p.; Master's Thesis, University of Virginia.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Computer Assisted Instruction; Educational Technology; Grade 2; *Hypermedia; Instructional Innovation; Intermode Differences; Pretests Posttests; Primary Education; Spelling; *Spelling Instruction; Word Lists
IDENTIFIERS- *HyperCard

The central focus of this research was to test the effectiveness of HyperCard in spelling achievement and to determine if HyperCard had any significant impact on student learning. Four boys and four girls were randomly selected from a second grade classroom at Clark Elementary School in Charlottesville (Virginia) to be part of the experimental group. The research design followed four steps: (1) the control and experimental groups were given a pretest on short and long "e" words, since the HyperCard program worked specifically within these words; (2) both groups were given an introductory tutorial lesson on HyperCard; (3) the experimental group worked with a program designed for the project, while the control group did word study; and (4) both groups were given a posttest at the end of the session. Conclusions drawn from the study include the following: HyperCard does not appear to be detrimental to spelling achievement; the use of HyperCard as a spelling tool may be beneficial as students learn spelling and the use of computers; HyperCard seems to promote higher levels of movement in the word study sequence; and HyperCard seems to promote beneficial student practices, such as curiosity, attention, and collaboration. The appendixes include word lists, sample computer screen displays, the word study sequence, and within word study observations. (Contains 11 references.) (JLB)

Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cable Television; *Class Activities; *Current Events; Discussion (Teaching Technique); *Educational Television; Elementary Secondary Education; *News Media; *Programming (Broadcast); *Social Studies
IDENTIFIERS- Cable News Network; *CNN Newsroom

These classroom guides for the daily CNN (Cable News Network) Newsroom broadcasts for the month of July provide program rundowns, suggestions for class activities and discussion, student handouts, and a list of related news terms. Topics covered by the guides include: (1) Yasser Arafat and online projects (July 1); (2) Yasser Arafat, athletes as role models, Haitian refugees, civil protest, phone cards, President Clinton's visit to the Baltic States, robot road test, American driving habits, "Tree Dimensional" art, and media guide to "Moon Shot" (July 5-8); (3) death of North Korean President Kim II Sung, space trivia, Haitian expulsion of international observers, big cats sanctuary, Taslima Nasrin, a shrine to the harmonica, U.S. money makeover, flood environments, World Cup, edible insects, North Korea, Rwanda, and Mark Twain's butler (July 11-15); (4) comet collision with Jupiter, U.S. space program, Rwanda, moon exploration, cartooning, Freedom Schools, National Air and Space Museum, Apollo astronauts, and Rwandan relief efforts (Jul 18-22); (5) Rwandan refugees, juvenile crime, flying car, Israel and Jordan peace agreement, art theft, women and combat, Teach for America, marketing the ostrich, Cuban Missile Crisis tapes, ankle injuries, terrorism, Major League baseball strike, and Dali's paintings (July 25-29). (JLB)

ED 374 799 IR 016 858

CNN Newsroom Classroom Guides. August 1-31, 1994.
PUB DATE- Aug 94
NOTE- 89p.; Videos of the broadcasts can be ordered from CNN. For guides from March through September 1994, see IR 016 853-859. The August 22, 1994 guide is missing and the text of pages for August 29, 1994, is printed in run-on fashion. the wrong part of the page.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cable Television; *Class Activities; *Current Events; Discussion (Teaching Technique); *Educational Television; Elementary Secondary Education; *News Media; *Programming (Broadcast); *Social Studies
IDENTIFIERS- Cable News Network; *CNN Newsroom

These classroom guides for the daily CNN (Cable News Network) Newsroom broadcasts for the month of August provide program rundowns, suggestions for class activities and discussion, student handouts, and a list of related news terms. Topics covered by the guides include: (1) Haiti, exploration of Mars, Rwandan refugees, Goodwill Games, Paris landmarks, Whitewater investigation, HIP-HOP marketing, Clinton and health care, paper recycling, zoo nutrition, the United States and North Korea, and saving beaches (August 1-5); (2) racial tension in Wedowee, Alabama, baseball strike, SpaceArc, counting dolphins, racial tolerance, Middle East peace, AIDS vaccine, year round schooling, Egyptian heavy metal music, the Central Intelligence Agency, Watergate, Russian media magnates, scandals in Washington, DC, United States and Cuba, the Hybrid Car, new fish species, Crime Bill 1994, and slang (August 8-12); (3) Bosnia, generational conflict, international terrorism, natural

EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Data Analysis; Library Circulation; Library Collections; Library Expenditures; Library Personnel; *Library Statistics; Library Surveys; *Public Libraries; State Libraries; State Surveys; Tables (Data)
IDENTIFIERS- *New Jersey

The purpose of this volume is to add meaning to the statistics of New Jersey's diverse public libraries. This report interprets data obtained from the annual reports of 295 public libraries in the state. The report begins with an introduction describing how the data were analyzed. The introduction then displays the following tables graphically to illustrate some of the trends that occur as population or total expenditure increase: local tax support per capita; percentage of staff with professional certification; equalized valuation per capita; and materials expenditures as a percentage of total expenses. Also included are suggested uses for the tables. The analyses of the data are presented in four categories: all public libraries in New Jersey; public libraries by region; public libraries by population served; and public libraries by total expenditures. Information provided includes the following: equalized valuation per capita; local tax support per capita; state library aid as a percentage of total income; salaries, wages, and benefits as a percentage of total expenditures; library materials as a percentage of total expenditures; circulation per capita; and total expenditures. (JLB)

ED 374 818 IR 055 221

Lynch, Mary Jo; And Others
Public School Library Media Centers in 12 States: Report of the NCLIS/ALA Survey.
PUB DATE- Apr 94
NOTE- 259p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160),Numerical/Quantitative Data (110)
DESCRIPTORS- Elementary Secondary Education; *Learning Resources Centers; Library Associations; Library Collections; *Library Expenditures; *Library Services; *Library Statistics; Library Surveys; Media Specialists; National Surveys; *Public Schools; *School Libraries
IDENTIFIERS- American Library Association; National Commission Libraries Information Science

In 1993, both the American Library Association (ALA) and the National Commission on Libraries and Information Science (NCLIS) concluded that up-to-date statistics about school library media centers (LMCs) were needed in light of current state and local reform efforts and pending federal legislation related to the National Education Goals. A questionnaire was sent to school libraries in 12 states to obtain information for a "snapshot" of the current status of LMCs. This report begins with a letter to the President of the United States presenting the highlights of the findings, including the following: many LMCs are poorly equipped to support instruction; half of elementary school libraries buy less than one book per student per year; and almost no LMCs have access to the Internet. The introduction then describes the rationale for the study and the survey methodology. Also included are comments on the data, including observations on four topics: material resources, responses. Charts and tables are included. (KP)

ED 374 836 JC 940 512

Birdsall, Les
Matriculation Evaluation Using the New Student Cohort, Fall 1992.
PUB DATE- Aug 94
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Persistence; *Admission (School); Community Colleges; Comparative Analysis; Grade Point Average; *School Holding Power; Student Behavior; *Student Characteristics; *Student Educational Objectives; Two Year Colleges; Two Year College Students
IDENTIFIERS- Diablo Valley College CA

An analysis of student matriculation was conducted at Diablo Valley College, in California, using the cohort of 4,251 students identified as new in fall 1992. Data indicate that 22.3% of this cohort did not enroll in any courses after applying, being tested, and completing orientation and advising; 8.4% continued on in the semester, but dropped all their courses; and 69.3% completed the semester. To determine characteristics of students by academic outcome, students were further identified as fully matriculated (FM) (e.g., having completed all assessment, orientation, and advisement components), partially matriculated (PM) (e.g., having components left to complete), exempt from the components, and not matriculated (NM). Results of the analysis included the following: (1) 80% of the FM students chose transfer as an educational goal, compared to 69% of the PM, 13% of the exempt, and 42% of the NM students; (2) 82% of the NM students completed fall 1992, while 79% of the exempt, 44% of the NM, and 38% of the PM students did so; (3) 100% of the FM students enrolled in at least one subsequent semester by fall 1993; (4) FM students enrolled in and completed more units than students in other groups; and (5) while only 39% of the NM students had a grade point average of 2.0 or higher, 64% of the FM and 50% of the PM students did. Recommendations for intervention strategies and data tables are included. (KP)

ED 374 837 JC 940 518

Messina, Robert C., Jr.; And Others
A Quality Improvement Customer Service Process.
PUB DATE- Jun 94
NOTE- 24p.; Paper presented at the Annual Summer Institute on Institutional Effectiveness and Student Success (6th, Atlantic City, NJ, June 19-22, 1994). For related papers, see JC 940 519 and JC 940 520.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Planning; Community Colleges; Data Collection; *Improvement Programs; *Management Teams; Participative Decision Making; Problem Solving; Program Development; *Staff Development; Student Problems; *Teamwork; *Total Quality Management; Two Year Colleges; Videotape Recordings
IDENTIFIERS- *Customer Services

LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; *Diversity (Institutional); *Educational Environment; Mail Surveys; *Minority Groups; Organizational Climate; Questionnaires; Racial Bias; Sex Discrimination; *Student Attitudes; *Student College Relationship; Teacher Student Relationship; Two Year Colleges; *Two Year College Students
IDENTIFIERS- College of the Canyons CA

A survey was conducted at College of the Canyons (COC) to assess the current status of the campus climate. The survey instrument focused on students' experiences, attitudes about diversity issues, and suggestions for improving the climate for diversity. The survey was mailed to all disabled and under-represented racial/ethnic group students plus a sample of white and Asian populations (N=1,770). Since minorities were oversampled, results were differentially weighted to compensate for bias. Selected survey findings, based on a 30% response rate, included the following: (1) 5% of the respondents felt they had been discriminated against at least occasionally because of their race/ethnicity or age, with Asian/Pacific Islanders most likely to report such experiences; (2) 5% indicated that they had been discriminated against by students; (3) 19% reported having heard "insensitive or disparaging comments" about racial/ethnic minorities by students, 27% had heard students making such comments about gays and lesbians, and 16% had heard negative comments about women; (4) 25% had had at least occasional discussions about sexism with members of the opposite gender which affected them in a positive manner, while 18% had such discussions which affected them negatively; (5) 80% thought that diversity was a good thing for COC and that it should be actively promoted; (6) students felt that it was desirable to create ways for different racial/ethnic groups to interact, and most were opposed to separation and segregation. The survey instrument is attached. (KP)

ED 374 855 JC 940 548

The Fact Book. Part 1: Enrollment Trends and Student Characteristics, Fall 1990 to Fall 1993.
PUB DATE- 94
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; *Enrollment Trends; *Institutional Characteristics; *School Demography; *Student Characteristics; Two Year Colleges; *Two Year College Students
IDENTIFIERS- College of the Canyons CA

This fact book from College of the Canyons (COC) in Santa Clarita, California, details enrollment trends and student characteristics for full-term enrollment from fall 1990 to fall 1993. Tables and brief narratives provide information on the following: COC's enrollment history; part-/full-time headcount; enrollment status; gender of enrolled students; entering academic status; resident/non-resident headcount; student race/ethnicity; educational status; educational goal; age; headcount by major area of study by division; time of class enrollment; citizenship; and primary language. The following trends, identified between 1990 and 1993 include: (1) full-term reason for dropping out was related to curriculum and courses; 22% indicated that the reason related to finance and time; 16% reported an instruction-related reason; 12% reported a personal reason; and 9% each reported reasons related to academic placement/grades and college services. The study report includes sample questionnaires in three languages. (KP)

ED 374 872 JC 940 569

Catanzaro, James L.; Miller, Lawrence G.
Strategic Alliances: A Key Tool for Institutional Advancement.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- Sep 94
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Community Colleges; *Educational Finance; *Partnerships in Education; *Private Financial Support; School Business Relationship; School Community Relationship; Two Year Colleges

Over the past 2 decades, personal appeals, annual campaigns, internal-giving programs, phone drives, mailings, and planned giving have been successfully employed by a number of community colleges. Voluntary support has made a significant difference in the funding of programs, buildings, equipment, and scholarships that would not otherwise be sustained. Though some community colleges have done well with fundraising from private sources, as a whole, however, community colleges report less than 2% of their annual revenue from philanthropic sources. Shifting the focus of energies and resources from fundraising to tax levies or partnerships can often produce significantly greater results than those attainable through traditional approaches. The partnerships of Chattanooga State Technical Community College (CSTCC) with city and county governments and with the local area Private Industry Council, for example, led to the renovation of two 15,000 square-foot facilities now dedicated to college use at virtually no cost to CSTCC. CSTCC's partnership with Hunter Art Museum and a widely acclaimed Chattanooga community theater increased the college's prestige and widened the scope of its art and theater programs. Strategic alliances with local business and industry can result in a level of community involvement neither sector could provide on their own. This is not to argue that community colleges should not continue to solicit private support, but that partnerships can provide the same or even more significant ends. (KP)

ED 374 873 JC 940 570

Burke, Joseph C.
Education's New Challenge and Choice: Instructional Technology -- Old Byway or Superhighway?
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- Oct 94
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Change Strategies; Community Colleges; Computer Uses in Education; *Educational Technology; *Educational Trends; Higher Education; *Information Technology; Nonschool Educational Programs; Public Opinion; *Teacher Student Relationship; Teaching Methods; Two Year Colleges; Two Year

the evolving definition of family. The issue concludes with an annual review (1991-92) of the Vanier Institute of the Family. (BAC)

ED 374 891 PS 022 661

Theilheimer, Ish, Ed.
Are the Kids Alright? What's Shaping the Attitudes, Values and Behaviour of our Young People? = Les enfants se portent-ils bien? Qu'est-ce qui faconne les attitudes, les valeurs et le comportement de nos jeunes?
PUB DATE- Dec 92
NOTE- 33p.
LANGUAGE- English; French
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Opinions/Personal Viewpoints/Position Papers/Essays (120),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adolescents; *Antisocial Behavior; *Behavior Problems; Childhood Attitudes; Foreign Countries; Television Commercials; *Television Viewing; Values
IDENTIFIERS- *Adult Child Relationship; Canada

This theme issue explores the behavior of teenagers. "Are the Kids Alright?" (Ish Theilheimer) develops a perspective on the subject of teen behavior, noting that a growing number of young people demonstrate discontent, alienation, aggression, violence, and antisocial behavior, and that a growing underclass of children is likely to fail. The article also notes that these concerns require broad response, community action, and an understanding that youth attitudes reflect those of adults. The article, "Listen to What the Children Are Telling Us," which is an interview with Andree Ruffo, offers observations based on the work of a judge and attorney. It suggests that children must be listened to and helped to find solutions and establish ideals. The article also notes that social change will be effected by individuals, that teens must become important to someone, and that institutional change will be slow and require political will. "Children, Culture and the Curriculum of Television" (Michael Manley-Casimir) examines the impact of television on a generation of teenagers, focusing on the obvious features of violence, loss of a real sense of childhood, sex role stereotyping, the dominance of white, middle-class values, and commercial advertising. The article also suggests ways for parents and society to respond, including developing media literacy and critical viewing skills, reconsidering society's valuation of children, and exerting political power. "Are the Adults Alright?" offers brief excerpts about teen-adult relationships from the book "Teen Trends" by Reginald Bibby and Donald Posterski. (TM)

ED 374 892 PS 022 664

Twilley, Dwight
Questions from Dad: A Very Cool Way To Communicate with Kids.
PUB DATE- 94
NOTE- 182p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Childhood Attitudes; Divorce; *Fathers; *Interpersonal Communication; Letters (Correspondence); One

discusses legal issues that concern parents, such as how to report child care wages to social security, and includes other information about the Internal Revenue Service's regulations dealing with child care. The appendices contain information that is generic to all age groups, including state listings of licensing and resource and referral services, tax form examples, and check sheets to use when visiting prospective child care providers. (AS)

ED 374 911 PS 022 750

Goldstein, Lisa S.
The Distance between Feminism and Early Childhood Education: An Historical Perspective.
PUB DATE- Oct 93
NOTE- 30p.; Paper presented at the Reconceptualizing Early Childhood Education: Theory Research and Practice Conference (Ann Arbor, MI, October 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Attitude Change; Child Development; Child Rearing; Developmental Psychology; *Early Childhood Education; *Educational History; Females; *Feminism; Social Change; Social History
IDENTIFIERS- Developmentally Appropriate Programs; *Feminist Pedagogy

Despite the strong association between women educators and young children, a chasm exists between "education feminism" and early childhood education. This paper explores why this chasm exists, and offers ways in which the two fields can be brought together. The relationship of feminism and early childhood education is explored, using history as a frame of reference. The evolution of feminist thinking about young children and their education is examined, as is the development of the field of early childhood education. The paper concludes by calling into question the hegemonic domination of developmental psychology, the theoretical foundation upon which early childhood education is built, and suggests that feminist theory and epistemology could provide a viable foundation for a new vision of early childhood education. The paper argues that the unification of feminism and early childhood education would benefit both fields. Contains 50 references. (AS)

ED 374 912 PS 022 756

Treme, Cindy Gehron
Improving Guidance Techniques for Early Childhood Program through Inservice Training and Observation.
PUB DATE- 94
NOTE- 81p.; Ed.D. Practicum Report, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Classroom Techniques; Day Care Centers; Discipline; Employer Supported Day Care; *Inservice Teacher Education; Preschool Children; Preschool Education; *Preschool Teachers; *Teacher Guidance; Teacher Role; *Teacher Student Relationship
IDENTIFIERS- Developmentally Appropriate Programs

A practicum was conducted at a rural hospital-subsidized child development center to reduce the inappropriate responses of teachers in meeting the needs of children from 6 weeks to 6 marginalized groups and their efforts to contest their marginalized status. (LP)

ED 374 930		RC 019 767

Rose, Colin; And Others
Fairy Floss, Ferris Wheels, Football?: Constructions of Meaning through the Recreational Activities of Children in the Showmen's Guild of Australasia.
PUB DATE- Sep 93
NOTE- 14p.; Paper presented at the Annual National Conference of the Australian Anthropological Society (Melbourne, Victoria, Australia, September 29-October 1, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Childhood Attitudes; Elementary Secondary Education; Foreign Countries; *Leisure Time; *Migrant Children; Migrant Education; Migrants; *Recreation; *Recreational Activities; *Semantics; Semiotics; Team Sports; Work Attitudes; Work Ethic
IDENTIFIERS- *Showmens Guild (Australasia)

This study examines the elements of "work and play" as they are conceptualized by the children of the Showmen's Guild of Australasia. Recreation and work are semantically distinct, but this distinction can be blurred in particular contexts and according to differing individual perceptions. As part of a study evaluating a distance education program, interviews conducted with parents, children, home tutors, and itinerant teachers included a series of questions about work and play. It was found that many of the families participated in outdoor recreation such as boating and camping. However, the mobile lifestyle of the children prevented them from belonging to a team, attending training sessions, playing regular sports, and developing skills in a controlled form. Instead their participation was limited to sport and play in an informal and semistructured manner at school (for example, lunch breaks and physical education classes) and on the show grounds. The children's lifestyle also contributed to their view of work. For most children, show day represents a day of fun, but for show children it is a day of work. They attend school and after school they return to the show ground to work alongside their parents until late evening. Almost all show children had work aspirations beyond the Guild, but knew that a working life in the show was available to them. (LP)

ED 374 931		RC 019 768

Danaher, P. A.
Marginalised Identities, Communications Technologies, and the Politics of Research: Issues in Interpreting the Educational Opportunities of the Children of the Showmen's Guild of Australasia.
PUB DATE- 21 Sep 93
NOTE- 14p.; Paper presented at the "Signs and Power: The Politics of Communication" Seminar (Rockhampton, Queensland, Australia, September 21, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication (Thought Transfer); *Data Interpretation; *Distance Education; Educational Research;

experience with computers were extremely positive and consistent. Many teachers initially viewed the program as an add-on and resented the loss of instructional time. However, in the second and third years, teachers began to incorporate CMI into their instructional activities. Contains tables detailing achievement results. (SV)

ED 374 947 RC 019 805

Brunn, Michael
Ethnohistories: Learning through the Stories of Life Experiences.
PUB DATE- Apr 94
NOTE- 59p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- American Indian Culture; American Indian Languages; *American Indians; Biographies; Cultural Awareness; Cultural Education; Cultural Interrelationships; *Ethnicity; Hopi (Tribe); Identification (Psychology); *Language Attitudes; Language Maintenance; Native Speakers; Navajo (Nation); *Nonformal Education; *Personal Narratives
IDENTIFIERS- *Ethnohistory; Torono Oodham (Tribe)

This paper examines the remembrances or life stories of four young adult American Indians and their efforts to evolve an understanding of themselves as individuals and as culture bearers interacting in two different societies. The project objective was to investigate the correlation between American Indian people's ability to use their heritage languages and how they felt about their identities as culture bearers and as members of a cultural group. The relevant literature is reviewed concerning life stories, the development of social and cultural identity, and the centrality of language to self. The paper consists principally of selected transcripts of conversations with four consultants (O'odham, Hopi, and two Navajo) in which their descriptions of childhood, family, community, and culture are left intact. Discussion of the life stories focuses on the integral importance of the heritage language to the conveyance of culture, the close relationship between language and traditions, the necessity of the heritage language for both daily social interaction and for gaining an understanding of ceremonies and rituals, and its use as an indication of respect in communication with elders. Over the year-long course of interviews, the Indian consultants evolved the perception that to have a great sense of identity with their traditional cultures and to maintain and carry those cultures forward, they had to speak their heritage language. Contains over 70 references. (RAH)

ED 374 948 RC 019 806

Williamson, Madeline J.
Strengthening the Seamless Web: Fostering Minority Doctoral Success with Mexican American and American Indian Students in Their Doctoral Programs.
PUB DATE- Apr 94
NOTE- 32p.; Paper prepared for presentation at the "Advancing Diversity: Mentoring Minority Students at the Postsecondary Level" Symposium during the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).

treatment by gender and ability. Several classroom level variables were related to positive class instructional climate, including the use of extrinsic motivational incentives, and the infrequent use of individualized forms of instruction. Teachers who used "mastery" oriented instructional strategies tend to have students in their classes who perceive a diminished relationship between teacher expectancies and classroom instructional climate. Contains 10 references. (MKR)

ED 374 966   SE 054 831

Day, Harlan; And Others
Energy, Economics and the Environment: Case Studies and Teaching Activities for High School.
PUB DATE- 93
NOTE- 152p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Air Pollution; Alternative Energy Sources; Concept Teaching; Conservation (Environment); *Decision Making; *Economics; *Energy; *Environment; Environmental Education; Forestry; Global Warming; High Schools; *Interdisciplinary Approach; Natural Resources; State Curriculum Guides; Water Pollution; Water Resources
IDENTIFIERS- *Conceptual Frameworks; Environmental Issues; Indiana; Renewable Resources; Resource Management

The purpose of this curriculum is to provide high school teachers and students with a conceptual framework for analyzing energy and environmental issues, especially in regards to economics. A second purpose of the curriculum is to provide teachers with a set of four motivating, interdisciplinary teaching units. The issues covered in the four teaching units are water pollution, forest resources, nonrenewable energy resources, and global warming. Part I of the introduction to the booklet explains the basic economic concepts that provide the conceptual framework. Part 2 of the Introduction explains how to use a five-step, decision-making model used to analyze energy and environmental issues. Each of four teaching units focuses on a particular energy and/or environmental theme and has three basic elements: (1) basic information; (2) a set of classroom teaching activities; and (3) a case study. In each case study, students use a five-step, decision-making model to investigate and solve an energy environmental issue. Each unit includes basic facts and vocabulary about the issue being studied. Classroom teaching activities require students to apply skills across several areas of the curriculum, and some activities require students to make extensive use of resources in their communities. (LZ)

ED 374 967   SE 054 916

Jaramillo, James A.
Ethnographic Evaluation of the MESA Program at a South-Central Phoenix High School.
PUB DATE- 92
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Opportunities; Ethnic Groups; High

conceptual understanding and problem solving by: (1) intuitively justifying mathematical operations, (2) integrating mathematical knowledge, (3) enhancing the computational environment, and (4) improving recall. In this study audiotaped interviews of (n=12) novice middle school students and (n=5) expert master's graduates solving three tasks involving negative numbers were analyzed. Through a variety of spatial and quantitative metaphors, these students reasoned metaphorically, not only to understand and solve these problems, but also to evaluate and justify their solutions. Experts articulated more metaphors and reasoned with them selectively. In contrast, novices employed metaphorical reasoning less skillfully, but they used it more frequently. Appendices include: Arithmetic is Motion Along a Linear Path metaphor, Stock Market problem, Ordering problem, and Images of Arithmetic Expressions. Contains 85 references and 12 figures. (MKR)

ED 374 989 SE 055 024

Aichele, Douglas B., Ed.; Coxford, Arthur F., Ed.
Professional Development for Teachers of Mathematics. 1994 Yearbook.
PUB DATE- 94
NOTE- 317p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Developmental Programs; Elementary Secondary Education; Higher Education; *Inservice Teacher Education; *Mathematics Instruction; Models; *Preservice Teacher Education; *Professional Development
IDENTIFIERS- *Mathematics Specialists; *Reform Efforts

This National Council of Teachers of Mathematics yearbook, organized into three parts, provides a collection of articles on the professional development of teachers of mathematics. Based on known research, part 1 examines the issues associated with professional development and addresses the stages of the continuum of professional development from general to mathematics-specific perspectives. The articles in part 2 address the initial preparation of teachers of mathematics in grades K-12. A call for changing preservice programs is followed by descriptions of exemplary mathematics teacher education programs at all levels, K-12, including a model for a preservice program to prepare elementary mathematics specialists. Part 3 focuses on professional development for practitioners. These articles describe very creative projects and programs from the educational and business communities. High levels of cooperation and collaboration among those constituencies committed to reforming mathematics education are showcased throughout. (MKR)

ED 374 990 SE 055 031

Edwards, Laurie D.
Making Sense of a Mathematical Microworld: A Pilot Study from a Logo Project in Costa Rica.
PUB DATE- Apr 94
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference

Teacher Preparation Programs in the United State, Puerto Rico, and Canada (1986-87).
PUB DATE- 88
NOTE- 161p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Art Education; Educational Research; Elementary Secondary Education; *Higher Education; *Teacher Education; Undergraduate Study
IDENTIFIERS- Teacher Education Programs (Five Year)

Conducted through the joint auspices of the National Art Education Association and Illinois State University College of Fine Arts, this national survey gathered data through a mail questionnaire of more than 1,000 higher education institutions located in the United States, Puerto Rico, and Canada. The institutions included two-year and four-year colleges. The data from the responding institutions are presented in two parts. Part 1 is a statistical report of the information gathered. Part 2 is a history of each institution surveyed including the institution name, address, type of institution, total enrollment, degrees granted, student information, faculty information, courses available, and comments. (MM)

ED 375 013 SO 023 697

Wolowiec, Jack, Ed.
Justice for All, All for Justice.
SPONS. AGENCY- Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.
PUB DATE- 93
NOTE- 17p.; Regular issues of this journal are covered in "Current Index To Journals in Education" (CIJE).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Citizenship Education; Criminal Law; Due Process; High Schools; *Justice; *Law Related Education; Racial Integration; Social Studies
IDENTIFIERS- Bill of Rights; United States Constitution

This document presents three articles on law-related education (LRE) written either by or for students. Brent Halling, a senior at Castle High School in Newburgh, Indiana, opens the collection with an article on how due process protects rights. Halling explains the concept of due process and illustrates its reach through the case of Kenneth Donaldson, whom the Supreme Court freed in 1975 from a coerced confinement in a Florida mental hospital. Rima Vesely, a senior at Lane Technical High School in Chicago, calls on students to debate questions raised by four school-related Bill of Rights cases. The cases include a First Amendment debate over the restrictions on gang-related clothing, a Fourth Amendment case involving a search of students' book bags, a Fourteenth Amendment conflict over the right of an HIV sufferer to participate in sport activities, and a civil rights case over equal access for girls and boys to a school's athletic facilities. In a concluding article, Ernest Greene, one of the first students to integrate Central High School in Little Rock, Arkansas, offers a personal account of his frightening experience of breaking through the racial barriers of southern society. While applauding the Supreme Court decision in Brown v. Board of Education and the Fourteenth Amendment upon which it was based, Green makes it clear that the realization of constitutional rights depends foremost on the courage of citizens. In addition to these

Legette, Roy M.
Causal Attributions of Music Majors and Nonmusic Majors Regarding Success and Failure in Music: A Study of Motivation and Achievement.
PUB DATE- 93
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- *Academic Achievement; Educational Research; Higher Education; *Majors (Students); *Music; *Music Education; *Nonmajors; *Student Motivation; Undergraduate Students
IDENTIFIERS- Asmus Music Attribution Orientation Scale

This paper reports on a study that sought to determine some of the causes to which undergraduate students attribute success or failure in music. Subjects were 43 music majors and 62 nonmusic majors enrolled in several sections of a beginning level guitar class. Subjects were administered the Asmus Music Attribution Orientation Scale (MAOS) and asked to indicate how important they thought each of the following attributions were in terms of contributing to their success or failure in music: (1) effort; (2) background; (3) classroom environment; (4) musical ability; and (5) affect for music. Results revealed that collectively the students placed more importance on the causal attributions of effort, affect for music, and musical ability. When divided by majors (music majors as opposed to nonmusic majors), the music majors placed more importance on effort, musical ability, and affect for music than did the nonmusic majors. Implications for teaching are discussed. The fact that many nonmajors performed as well or better than the music majors implies that teacher interventions aimed at modifying attributions and learning strategies may have positive effects on students. A skill mastery, rather than an ability oriented situation, might provide a context that is likely to foster long term use of learning strategies, developed around the belief that there is a contingent relationship between success and effort. Contains 25 references. (DK)

ED 375 034 SO 024 285

Fortney, Patrick M.
The Effect of Modeling and Silent Analysis on the Performance Effectiveness of Advanced Elementary Instrumentalists.
PUB DATE- 92
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- Bands (Music); Educational Research; Elementary Education; Modeling (Psychology); Musical Instruments; *Music Education; *Performance; *Performance Factors; Student Attitudes; Teaching Methods
IDENTIFIERS- *Instrumental Music; Silent Analysis

By keeping abreast of the latest research in the field, music educators can better understand how practicing helps students to use practice methods that are the most effective. The purpose of this study was to determine the relative effectiveness of modeling and silent analysis on the performance ability of advanced elementary school instrumentalists. This research focused on two questions: (1) are modeling and silent analysis effective practice techniques when compared with free practice or sight reading; and (2) do modeling and silent analysis differ in their effectiveness as

30, 1992).
PUB DATE- Sep 92
NOTE- 260p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Curriculum Development; Educational Research; Elementary Secondary Education; Foreign Countries; *Global Approach; Higher Education; International Cooperation; *International Educational Exchange; Multicultural Education; Social Studies; *Teacher Education; *Teaching Methods
IDENTIFIERS- *Wales; Wisconsin

This document presents the results of an exchange between the College of Education at the University of Wisconsin-La Crosse and the University College of Swansea in Wales to facilitate the development of a close departmental relationship in order to foster exchanges of information and personnel on preparing teachers by incorporating a global awareness into the teacher education curriculum. This document has three parts. The first part focuses on curriculum and contains 7 articles: (1) "Cultural Pluralism vs. Ethnic Fragmentation?" (Kent Koppelman); (2) "If Multiculturalism is the Answer, What is the Question?" (Jose Vega); (3) "Environmental Education in Wisconsin" (Lucy Slinger); (4) "Ideological Change and Curriculum Transition in Teaching about the Legacy of the Third Reich in East German Secondary Schools" (Gregory Wegner); (5) "Cross-Curricularity and the Whole Curriculum" (Michael Williams); (6) "A Socio-Political Analysis of Nationalized Curriculum," Response to Michael Williams (Joyce Shanks); and (7) "Pupils' Perceptions of Science in Their Final Year in Primary School" (Catherine Woodward). The second part on instruction includes five articles: (1) "A School-University Collaboration To Implement Cooperative Learning through Integrated Language Arts" (Carol Kirk); (2) "Parallels: Supporting Students and Teachers as Learners," Response to Carol Kirk (Delores Heiden); (3) "International Connections in the Tradition of Advocacy for Teacher Professionalism" (Wade W. Nelson); (4) "Assessment of Practical Skills in Secondary School Science Courses" (John Parkinson); and (5) "A Response to Assessment of Practical Skills in Secondary School Science Courses," Response to John Parkinson (John Whitsett). The third part contains 7 articles on teacher education: (1) "The Reform of British Initial Teacher Education and the Role of the Mentor" (John Furlong); (2) "Clinical Professors and Classroom Teachers as Co-Mentors" (Robert Richardson); (3) "Standards for Quality Classroom Practice" (Lyelle L. Palmer); (4) "The New Right, Thatcherism, and the Attack Upon the Post-War Consensus" (Robert Phillips); (5) A Response to Robert Phillips, author of the preceding article (Burton E. Altman); (6) "Differences in Academic Performance: An Exploration from the Perspective of Gender and Implications for the Initial Training of Teachers of Young Children (ages 3-11) (Susan Sanders); and (7) "Parents' and Teachers' Socialization of Young Children's Gender Identity," Response to Susan Sanders (Barbara Chaney). (DK)

ED 375 054 SO 024 441

Hartley, Michael, Ed.
Senior 1 Art. Interim Guide.
PUB DATE- 93
NOTE- 201p.; Photographs might not produce well.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Citizenship Education; *Civics; Educational Objectives; Elementary Secondary Education; Social Studies; *United States Government (Course)
IDENTIFIERS- *National Civics and Government Standards

This document contains the national standards for civics and government for grades K-12. They are intended to help schools develop competent and responsible citizens who possess a reasoned commitment to the fundamental values and principles that are essential to the preservation and improvement of U.S. constitutional democracy. This document is limited to content standards specifying what students should know and be able to do in the field of civics and government. They are not course outlines, but exit standards, that is, they specify what students should know and be able to do as they exit or complete the 4th, 8th, and 12th grades. The standards address the civic mission of the schools, the need for increased attention to civic education, goals and standards for students, both content and performance, standards for teachers, schools, and state and local education agencies. The K-4 content standards ask 5 questions: (1) what is government and what should it do? (2) what are the basic values and principles of American democracy? (3) how does the government established by the U.S. Constitution embody the purposes, values, and principles of American democracy? (4) what is the relationship of the United States to other nations and to world affairs? and (5) what are the roles of the citizen in American democracy? The standards for grades 5-8 and 9-12 are presented through similar series of questions. Appendices include organizing questions and content summary, illustrative performance standard, glossary, acknowledgements, and an index. (DK)

ED 375 075 SO 024 595

Crabtree, Charlotte; Nash, Gary B.
National Standards for History for Grades K-4: Expanding Children's World in Time and Space. Expanded Edition. Including Examples of Student Achievement for Grades K-2 and 3-4.
SPONS. AGENCY- Department of Education, Washington, DC.; National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 94
NOTE- 89p.; For related documents, see SO 024 596-97.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Cultural Awareness; Decision Making; Elementary Education; *History Instruction; Local History; Multicultural Education; *Social Studies; State History; United States History; World History
IDENTIFIERS- Historical Interpretation; *National History Standards

Developed through a broad-based national consensus building process, the national history standards project has involved working toward agreement both on the larger purposes of history of their training, as they pass from one institution to anther, study academic subjects and then cram vocational training, and change abruptly from student to trainee teacher. Efforts to integrate teacher training over the 5-year course of education are described. (Contains 24 references.) (JDD)

ED 375 091 SP 035 455

Sanchez, Adolfo; Lopez, Luz E.
Making Connections: An In-Depth Concept Teaching Technique.
PUB DATE- 93
NOTE- 22p.; Paper presented at a Meeting of the Center for Critical Thinking (August 1-4, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Concept Formation; *Critical Thinking; Elementary Secondary Education; Higher Education; Preservice Teacher Education; Relationship; *Teaching Methods; *Thinking Skills
IDENTIFIERS- *Connectionism

"Making connections" is an analytic tool that promotes the search of relationships between a concept to be taught and the elements that may affect its meaning. The ability to make connections prepares students to tackle new information, to discover its basic organization, and to reduce its complexities. It adds meaning to knowledge, aids in retention, and eases transfer. Assumptions in the use of "making connections" as an instructional technique deal with the issues of prior knowledge, discovery learning, constructivism, schema theory, the dynamic nature of knowledge, creative thinking, and questioning techniques. The instructional technique of "making connections" outlines 14 elements, to focus the learner on examining a specific aspect of the concept under study and carefully looking for all possible relationships. The 14 elements include: substance, purpose, concreteness, causes, effects, relationships, variability, components, evolution, limits, similarities and differences, physical sensations, affective elements, and visual representation. Curriculum implications are listed. Two worksheets for examining the 14 elements of a concept are appended, one being a concrete version and the other an abstract version. (Contains 18 references.) (JDD)

ED 375 092 SP 035 458

Burgan, Owen
Training the Trainers in Technology.
PUB DATE- Jul 94
NOTE- 7p.; Paper presented at the Annual Conference of the Australian Teacher Education Association (24th, Brisbane, Queensland, Australia, July 3-6, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Attitudes; Computer Literacy; *Computer Uses in Education; Cooperative Programs; *Educational Technology; Elementary Secondary Education; Foreign Countries; Higher Education; Teacher Education; *Teacher Education Programs; Teacher Educator Education
IDENTIFIERS- Australia; Northern Territory University (Australia)

The key to successful harnessing of the power and potential of

ED 375 109 SP 035 486

Killen, Roy
Student Teachers' Perceptions of Successful and Unsuccessful Events during Practice Teaching.
PUB DATE- Jul 94
NOTE- 15p.; Paper presented at the Conference of the Australian Teacher Education Association (24th, Brisbane, Queensland, Australia, July 3-6, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries; Higher Education; *Instructional Effectiveness; Practicums; Preservice Teacher Education; *Reflective Teaching; Secondary Education; Student Behavior; Student Experience; *Student Teacher Attitudes; *Student Teaching; *Success; *Teacher Effectiveness
IDENTIFIERS- University of Newcastle (Australia)

This study investigated the practice teaching experiences of Bachelor of Education (Design and Technology) students at the University of Newcastle (Australia) to determine what they saw as successful and unsuccessful events. Eleven second-year students at the University of Newcastle were asked to write about one successful and one unsuccessful experience on each day of their 4-week practicum, and were asked to reflect on their experiences weekly. Major categories of successful events included pupil behavior, pupil learning, personal feelings of the student teacher, interactions with other teachers, and praise from supervising teachers. Over 60 percent of successful events related to what the student teachers saw as appropriate student behavior; only 20 percent mentioned student learning. Student teachers saw themselves predominantly as being responsible for the successful events. Over half of the comments student teachers made about unsuccessful events were related to inappropriate student behavior, and about 14 percent of comments about unsuccessful events made reference to student learning. Student teachers seemed reluctant to accept blame for unsuccessful events. Few students described successful events in terms of the components of effective teaching commonly mentioned in the literature (e.g., clarity, enthusiasm, structure, and task orientation). (Contains 15 references.) (JDD)

ED 375 110 SP 035 487

Hatton, Neville; Smith, David
Facilitating Reflection: Issues and Research.
PUB DATE- Jul 94
NOTE- 23p.; Paper presented at the Conference of the Australian Teacher Education Association (24th, Brisbane, Queensland, Australia, July 3-6, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Conceptual Tempo; Foreign Countries; Higher Education; Models; *Preservice Teacher Education; *Reflective Teaching; Secondary Education; *Student Development; *Student Teachers; Teacher Education Programs
IDENTIFIERS- Preservice Teachers; University of Sydney (Australia)

Problematic issues in developing preservice teachers' capacities for reflection include: distinguishing reflective thinking from appropriate gender-based behavior. It was recommended that educators be made aware of any sex-biases which influence their behavior toward students and that schools provide students with a balance of male and female teachers from K-12. Findings are reported in 86 tables, which comprise the bulk of the document. (Contains 20 references.) (LL)

ED 375 128 SP 035 515

Murphy, Cheryl A.; Walls, Richard T.
Concurrent and Sequential Occurrences of Teacher Enthusiasm Behaviors.
PUB DATE- Apr 94
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Behavior Chaining; Behavior Rating Scales; *Body Language; Classroom Environment; *Eye Contact; *Facial Expressions; Higher Education; *Human Posture; Performance Factors; Preservice Teacher Education; Simulation; *Speech Communication; Teacher Behavior; Teacher Characteristics; Teacher Education; Teacher Educators; *Teacher Effectiveness
IDENTIFIERS- *Enthusiasm

Teacher enthusiasm has been linked to increased student achievement and attentiveness. Although enthusiasm is often mentioned to teachers and preservice teachers as being important, they are rarely trained in the particulars of enthusiastic teaching. This investigation was designed to explicate relationships among enthusiasm behaviors in a natural classroom setting. Subjects, four outstanding instructors from West Virginia University, were filmed during two class sessions for 30 minutes each to assess 5 enthusiasm behaviors (eye contact, facial expression, vocalization, gestures, and movement). The presence or absence of these behaviors was scored in 10-second snapshots divided into 2-second intervals for each minute. Concurrent and sequential relations of the enthusiasm behaviors were established by determining which behaviors consistently occurred simultaneously or preceded other enthusiasm behaviors. The results revealed strong concurrent dependencies and sequential dependencies consistently used by these outstanding teachers. Findings may have implications for teacher training and research on the construct of teacher enthusiasm. (Contains 23 references.) (Author/LL)

ED 375 129 SP 035 524

Lampe, Judith R.
Teacher Education Students' Moral Development and Ethical Reasoning Processes.
PUB DATE- Apr 94
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Decision Making; Education Majors; Elementary Secondary Education; *Ethical Instruction;

ED 374 683 FL 800 745

McKay, Sandra Lee
Agendas for Second Language Literacy.
PUB DATE- 93
NOTE- 169p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Books (010)
DESCRIPTORS- Curriculum Design; Economic Factors; Educational History; Educational Policy; Educational Strategies; *English (Second Language); Family Programs; Family Role; Federal Programs; Immigrants; Labor Market; Language of Instruction; Language Planning; *Literacy Education; Minority Groups; Politics of Education; Public Policy; *Second Languages; State Programs; Student Evaluation; Vocational Education; Vocational English (Second Language)

A discussion of second language literacy (SLL) looks at various contexts in which language minorities in the United States attempt to become literate in English, and the effects of conflicting agendas on the individual and the second language classroom. Six areas influencing literacy agendas are discussed. In the first chapter, differing concepts of literacy are outlined. The second chapter examines sociopolitical influences on SLL, in national language policy, immigration/naturalization requirements, literacy campaigns, and choice of public schools' medium of instruction. Chapter three focuses on the relationship between literacy and economic rewards, examining how political and business leaders and also workers determine both who will have opportunity to develop English literacy and who will benefit economically from it. In chapter four, the link between literacy and the family is explored through the ways in which families promote various literacy practices. The fifth chapter examines how literacy program funders, curriculum designers, and teachers all set SLL agendas, sometimes establishing goals not shared by the learners. The final chapter argues that rather than approach language minorities as a social and educational problem, political leaders and educators should focus on ways to aid language minorities in attainment of their own English literacy goals. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 374 684 FL 800 764

Mansoor, Inaam
Indicators of Program Quality: An ESL Programming Perspective.
SPONS. AGENCY- Pelavin Associates, Inc., Washington, DC.
PUB DATE- 17 Feb 92
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Basic Education; Curriculum Design; *English (Second Language); Evaluation Criteria; *Instructional Materials; *Literacy Education; *Program Design; Program Development; Program Effectiveness; Program Evaluation; *Teacher Qualifications

Indicators of program quality for adult basic education programs, developed by consultants, are assessed as they might be applicable to English-as-a-Second-Language (ESL) program evaluation. Sample quality indicators were developed in the areas of program context (i.e., organizational structure of service delivery, participant characteristics), program process and content (including planning, curriculum and materials, 27 institutions targeted. Sixteen surveys were returned. Analysis showed that most institutions were not very diverse and that only five of the respondents' schools, colleges, or departments of education came close to mirroring the racial and ethnic makeup of the geographical region they served and two of those serve regions that are more than 90 percent white. The institutions whose demographics were least diverse were more likely to have adopted policy statements that signal their intention to become more diverse. Respondents whose school/program demographics were most diverse tended to pay more attention to multicultural issues and activities in their faculty's efforts in research, teaching, and service. The data supported one theory of the stages of development toward becoming a multicultural organization finding that institutions have attended to recruitment, retention, and multiculturalism in core activities in that order. Data also show a relation between diversity of the people in the institution and multiculturalism in core activities. Overall, feedback from respondents indicated that the study guide will be helpful with a few refinements. (Contains 12 references.) (JB)

ED 374 703 HE 027 705

Murray-Harvey, Rosalind; Keeves, John P.
Students' Learning Processes and Progress in Higher Education.
PUB DATE- Apr 94
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994). Figures may not reproduce well.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Academic Persistence; Cognitive Processes; Foreign Countries; Higher Education; *Learning Processes; Metacognition; Nursing Education; Path Analysis; Preservice Teacher Education; Schools of Education; Student Characteristics; Student Development; *Undergraduate Study
IDENTIFIERS- Australia; *Flinders University of South Australia

A study was designed to investigate the complex interrelationship of factors that affect university students' academic achievement. The study used a sample population of 72 students who were enrolled in first year Nursing and Teacher Education courses in 1991 at the Flinders University of South Australia. From data gathered over 2 years, a two-wave path model was constructed to permit examination of the development of the student's learning processes over time and in conjunction with other antecedent predictors of achievement. Analysis indicated that it is the older students who possess many of the attributes that will equip them for future success. As a group, these older students demonstrated an internal locus of control and a learning style profile that reflects characteristics valued by graduate educators including high levels of motivation, persistence and responsibility, along with adaptability to varied learning environments and independent study skills. Results suggest that older students already have highly developed meta-cognitive processing skills. However, in most universities it is likely that the majority of first year students are not older students. Emerging evidence suggests that learning processes do play an important early role in directing student progress through the university. (Contains 33 references.) (JB)

LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Administrator Role; *College Administration; College Role; Cultural Influences; *Cultural Traits; *Educational Attitudes; *Educational Change; *Educational Trends; Foreign Countries; Government Role; Institutional Mission; Leadership; *Postsecondary Education; Student Role; Teacher Role
IDENTIFIERS- *United Kingdom

The purpose of this collection of eight essays is to demonstrate some of the ways in which the culture of British colleges of further education are being consciously changed to meet the demands of the 21st century. The essays are: (1) "Change Where Contrasting Cultures Meet," (Will Bridge) which examines the experiences of South Thames College; (2) "Constructing Capability," (Ruth Silver) which focuses on the development of student and staff charters at Lewisham College; (3) "Changing College Culture," (Tony Henry) which discusses college management and leadership in reference to the experiences of East Birmingham College; (4) "Inspiring a Shared Vision," (Ann Limb) which addresses the role of leadership and the promotion of learning at Milton Keynes College; (5) "A Vision and Culture for the Future," (Richard Gorringe) which sets out the vision of Norton Radstock College; (6) "Culture Change: A Personal View," (Ken Ruddiman) an examination of the nature of cultural change by the chief executive of Sheffield College; (7) "Re-Engineering the Culture of a College," (Nick Lewis) which describes the management process and reorganization of Broxtowe College; and (8) "Incorporation of the City of Bath College," (Justin Togher) which describes the effects of incorporation on the administration and staff of the City of Bath College. (MDM)

ED 374 722 HE 027 728

Stallings, William; Monaco, Malina
Cultural Literacy of a College of Education Faculty.
PUB DATE- 94
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Faculty; *College Students; Cultural Awareness; Cultural Background; *Cultural Literacy; Educational Attitudes; Higher Education; *Knowledge Level; Minimum Competencies; *Recognition (Psychology); Schools of Education
IDENTIFIERS- *Cultural Literacy Test; *Hirsch (E D)

This study sought to analyze the cultural literacy of a college of education faculty and compare it to the cultural literacy of undergraduate and graduate students at the same institution. A 100-item instrument, based upon a New York Times book review of "Cultural Literacy: What Every American Needs to Know" (E. D. Hirsch, Jr., and others, 1987), was developed and administered to 104 faculty, 54 undergraduates, and 82 graduate students. Respondents were asked to indicate if they had a strong association with each item. The study found that the faculty reported that an average of 72 percent of the items elicited a resonance, while student responses ranged from 57 to 62 percent. The most difficult items for the faculty were eminence grise, annus mirabilis, xylem, Danton, jeremiad, and noble gas. Since Hirsch believed that high school graduates should be familiar with nearly all of the terms on the list, the study raises questions about the cultural literacy of college faculty or the expectations of Hirsch. (MDM)

DESCRIPTORS- *Area Studies; *College Administration; College Instruction; Computer Assisted Instruction; Computer Networks; *Computer Uses in Education; Educational Research; Foreign Countries; Higher Education; *Information Management; Information Networks; Information Services; *Information Technology; Library Services; Management Information Systems
IDENTIFIERS- *Europe; France; Germany; Ireland; Netherlands; United Kingdom

The Program on Institutional Management in Higher Education of the Organisation for Economic Cooperation and Development studied information technology (IT) in higher education. Specifically, the study aimed to investigate the state of the art of IT in European higher education, examine the potential of IT and the impact of IT developments on higher education, and identify management issues of IT. Six topics were identified as a way of classifying the use of IT across the higher education spectrum, and are represented in the following six papers: (1) "Teaching and Learning" (Gordon Bull); (2) "Research and National Networking" (Yves Epelboin); (3) "Administration" (Edgar Frackmann); (4) "Management Information" (Carry Dallinga-Hunter); (5) "Libraries and Information Services" (Edgar Frackmann); and (6) "General Management Issues" (Edgar Frackmann). In addition, analyses of the range of national initiatives in support of IT and their impact in five countries are presented, in the following papers: "France" (Yves Epelboin); "Germany" (Edgar Frackmann); "Ireland" (Dennis Jennings); "Netherlands" (Carry Dallinga-Hunter); and "United Kingdom" (Gordon Bull). Most papers contain references. (JDD)

ED 374 741 HE 027 747

Starke, Mary C.
Retention, Bonding, and Academic Achievement: Effectiveness of the College Seminar in Promoting College Success.
PUB DATE- Feb 94
NOTE- 9p.; Paper presented at the Annual Freshman Year Experience National Conference (13th, Columbia, SC, February 18-22, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Academic Persistence; *College Freshmen; College Outcomes Assessment; Grade Point Average; Higher Education; Instructional Effectiveness; Introductory Courses; Liberal Arts; *Predictor Variables; School Holding Power; *School Orientation; Seminars; Student Adjustment; Student Participation; Student School Relationship; Success
IDENTIFIERS- *Ramapo College NJ

This paper compares freshmen who enrolled in the College Seminar at Ramapo College (a 4-year liberal arts college in New Jersey) with freshmen who have not taken the seminar. The seminar course includes units on higher education in America; study skills (e.g., writing papers, research skills, taking notes, time management, computer skills); communication and interpersonal skills (e.g., avoiding date rape, solving disputes); substance abuse; stress management; values clarification; volunteerism; discrimination and other minority issues; and career planning. The study's data include responses from 68 percent, 80 percent, and 80 percent of the 1986, 1987, and 1988 freshmen cohorts (ranging from 400 to 500 students) respectively. Retention rates into the subsequent years of college favored those students who enrolled in the seminar. Of action steps that result in leadership knowledge and skills. Specific chapters address: (1) opportunities departmental chairs have to handle specific challenges confronting higher education, and barriers that prevent chairs from becoming leaders and team builders; (2) a leadership matrix which measures nine major leadership and faculty development responsibilities and assesses strengths and target areas for development; (3) step-by-step method for developing a vision that will elicit the commitment of the department; (4) motivating, evaluating, and rewarding faculty members; (5) supporting effective teaching; (6) providing feedback on classroom teaching; (7) enhancing commitments to scholarship and service; (8) team building through supportive communication; (9) managing conflict and playing the role of third-party facilitator; (10) using feedback from the department; (11) the dean's role in developing departmental leadership; (12) stress reduction interventions; and (13) personal strategies for strengthening leadership effectiveness. Contains approximately 260 references. (JDD)

ED 374 760 HE 027 767

Geographic Origins of Students, Fall 1992, Volumes I-II. Trends in Geographic Origins of Students Full-Time, 1959 - 1992. First-Time Full-Time, 1985 - 1992, Volume 111. Report Number 2-93.
PUB DATE- Oct 93
NOTE- 1,871p.
LANGUAGE- English
EDRS Price- MF16/PC75 Plus Postage.
PUB TYPE- Reports - General (140),Numerical/Quantitative Data (110)
DESCRIPTORS- College Freshmen; College Students; College Transfer Students; *Enrollment; *Enrollment Trends; Foreign Students; Full Time Students; Graduate Study; Higher Education; *In State Students; *Out of State Students; Part Time Students; *Place of Residence; Residential Patterns; School Demography; *School Statistics; School Surveys; State Universities; Undergraduate Study
IDENTIFIERS- New York; *State University of New York

This three-volume report presents the results of the annual survey of the geographic origins, or permanent residence, of students attending institutions of the State University of New York (SUNY) during the fall 1992 term. The first volume summarizes: (1) the distribution of all credit course students by load (full-time/part-time), level (undergraduate/graduate), residency, and various relative distance measures for New York State residents; (2) the origins of new (first-time and transfer) undergraduate students; (3) each institution's enrollment by level, load, history (first time/transfer), and permanent residence; and (4) data on the total State University system as well as the institutions by type. Volume II provides enrollment data for each New York State county; permanent residence of students from outside of New York State broken out by standard geographic regions; percent distribution of all undergraduate and graduate credit course students in terms of institutional totals distributed across the four New York State Planning Regions and region totals distributed across institutions; and percent distribution of all first-time full-time and transfer undergraduate students in terms of institutional totals. Volume III displays data on trends in geographic origins from 1959 through 1992, by individual institution and institutional type; a 7-year trend in the New York origins of full-time first-time students for each SUNY institution or institution type; and a 7-year trend for full-

ED 374 780 IR 016 824

Brown, Lisa; And Others
Developing a Campus-Wide Computer Ethics Policy.
PUB DATE- Jun 94
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Networks; *Computer Uses in Education; *Ethics; Futures (of Society); Higher Education; *Policy Formation; *School Policy; Technological Advancement
IDENTIFIERS- *Academic Computing; *Computer Ethics; Illinois Wesleyan University

This paper discusses the process for developing a campus-wide computer ethics policy at Illinois Wesleyan University. As a part of a campus-wide computerization planning effort, the university realized it would be necessary to set in place rules of conduct, methods of monitoring conduct, and penalties for transgressions of these policies. The need for a policy arose from the realization of problems relating to network integrity, liability, and software copyrights. A task force consisting of faculty and administration created a smaller group charged with developing the policy. The policy created focuses on legal and ethical issues of campus computing. Issues encountered while developing the policy include: whether or not to allow the use of games; the use of computer equipment for monetary gain; and academic dishonesty. An implementation plan was developed along with the policy: (1) obtain approval from the trustees; (2) include the policy in the faculty and student handbooks; and (3) make students aware of the policy. The policy was adopted in April 1993 by the Board of Trustees of the university. Sections of the campus-wide ethics policy are interspersed with narrative in the paper describing the policy's development. (JLB)

ED 374 781 IR 016 825

Boulet, Marie-Michele
Advisor Systems: The Development Life Cycle Illustrated by Two Case Studies.
PUB DATE- 92
NOTE- 190p.; French edition available as ISBN-2-9802934-0-7.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; *Computer Software Development; Databases; *Expert Systems; Information Systems; *Intelligent Tutoring Systems; Musical Composition; Problem Solving
IDENTIFIERS- *Advisory Systems

An intelligent advisor system is an adaptive system aimed at intervening when the user of any application software performs complex transfer tasks. An important aspect that needs to be taken into account when designing and developing an advisor system is the strategies and tactics used by the advisor to provide the user with an environment tailored to his or her needs and goals. This book presents the development life cycle of advisor systems as illustrated by two case studies: CODMA, an intelligent advisor in conceptual database modelling, and MUSIC, an intelligent advisor in musical composition. The introduction gives an overview of advisor systems, life cycles, and the book. For each step of the life cycle examined, the disasters, advertising, global population, artificial reefs, downsizing, Cuban immigration, and magazine publishing (Aug 15-19); (4) Mexican elections, recycling, eating disorders and gymnasts, Cuban immigration, baseball strike, First Amendment, DNA testing, Fidel Castro, and religious networks (August 22-26); (5) shopping malls, the blues and American music traditions, ADAM (Animated Dissection of Anatomy for Medicine) software, non-nuclear American families, Britain's gypsies, school lunches, school uniforms, and obsolescence of technologies (August 29-31). (JLB)

ED 374 800 IR 016 859

CNN Newsroom Classroom Guides. September 1-30, 1994.
PUB DATE- Sep 94
NOTE- 86p.; Videos of the broadcasts can be ordered from CNN. For guides from March through September 1994, see IR 016 853-858. The September 5, 1994 guide is missing. Print quality of September 19-21, 1994 guides, is poor.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cable Television; *Class Activities; *Current Events; Discussion (Teaching Technique); *Educational Television; Elementary Secondary Education; *News Media; *Programming (Broadcast); *Social Studies
IDENTIFIERS- Cable News Network; *CNN Newsroom

These classroom guides for the daily CNN (Cable News Network) Newsroom broadcasts for the month of August provide program rundowns, suggestions for class activities and discussion, student handouts, and a list of related news terms. Topics covered by the guides include: (1) truce in Northern Ireland, school censorship, scientific method, burial rites, student loans, parents in jail, and natural art (September 1-2); (2) International Population Conference, Vietnamese immigration to California, consumption in developed and developing countries, South African population crisis, and the World Game (September 6-9); (3) United States/Cuban agreement on immigration, Americorps, computer automation, White House plane crash, U.S. military intervention, International Population Conference, Japanese baseball, blues music and education, Major League baseball strike, primary elections, observing animal behavior, and possible U.S. invasion of Haiti (September 12-16); (4) U.S./Haitian agreement, Jean-Bertrand Artistide, Haitian timeline, Jimmy Carter, life in Haiti, the United States and the Americas, teenage acne, "Seeds of Peace" program, and Haiti editorials (September 19-23); (5) U.S. military in Haiti, planetariums, alternative medicine, Boris Yeltsin's visit to the United States, amateur astronomers, Japan's Kamikaze pilots, stargazing, Olympic logo fight, student videos, marine therapy, violence in Haiti, opera, and media literacy (September 26-30). (JLB)

ED 374 801 IR 055 121

Beaudoin, Michele; And Others
Position Paper on Learning Resource Centres and their Future in the Ontario Community College System: A Technology Perspective.
PUB DATE- Oct 93
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)

working with teachers, technology, and expenditures. The data are presented in the 26 tables that make up the major part of this report; they are arranged alphabetically by state. The information presented includes data on expenditures, items acquired, staff, currentness and quantity of resources to support the instructional program, rating of entire collection to support multicultural education, number of computers, and use of the LMC during the school week. The survey instrument is appended. (JLB)

ED 374 819 IR 055 222

Hole, Wanda Clements; Holt, Cynthia
Adult Library Patrons with Disabilities: An Assessment of Information Access Needs.
PUB DATE- May 94
NOTE- 165p.; Prepared by the Special Needs Center.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Accessibility (for Disabled); *Access to Information; *Adults; Assistive Devices (for Disabled); *Disabilities; Individual Needs; Library Personnel; Library Services; Long Range Planning; *Needs Assessment; User Needs (Information); User Satisfaction (Information); Use Studies
IDENTIFIERS- Arizona; *Special Needs Individuals

The Phoenix Public Library's Special Needs Center (SNC) has provided service to disabled patrons and professionals who serve the disabled community for over 10 years. Determined to stay abreast of changing needs, the SNC initiated a needs assessment project which included staff, professionals, and patrons. The purposes of the needs assessment were to: (1) assist with long range planning; (2) identify patron and professional needs; (3) document needs that can be used in preparing grant proposals; and (4) identify additional arenas in which the SNC may be of service. The data were gathered through the use of staff, patron, and professional surveys. Data indicated patrons most often used special needs services/resources for personal enjoyment while professionals used services for their jobs, to assist clients, and for professional development. Among patrons, highest use of services occurred in the Large Print Books by Mail Program, using staff to help locate references, and use of assistive technology to read materials. Highest areas of use among professionals were related to braille production, checking out regular print books in the Center, word processing in the computer workplace, and using Center reference materials. Based on a review of the literature and analysis of the needs assessment data, an "Information Access Planning Guide" was developed to assist in planning. The survey instruments used in the study are appended. (Contains 25 references.) (JLB)

ED 374 820 IR 055 223

McKimmie, T.
Evaluation of a Current Awareness Service in an Academic Library.
PUB DATE- Aug 94
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; Access to Information;

To develop a college-wide resolution process for dealing with student concerns, Burlington County College, in New Jersey, undertook a planning effort involving the faculty, student, staff, and administrator senates in the college's governance system. Rather than appoint an administrator to lead the project, a member of the staff senate was selected to lead a 15-member team composed of members of all the governance senates and charged with the development of a customer service philosophy and resolution process. The team began by looking at 165 past examples of student requests for intervention as a springboard to developing a system-wide method of collecting reliable customer service data, or a Customer Service System (CSS). The next step was to provide employees with training related to the customer service process itself, as well as hands-on experience with the CSS. A course, "A Quality Improvement Customer Service Process," was presented in one-day workshops to all employees and an in-house customer service videotape was developed. All new employees receive a customer service manual and are shown a copy of the video. Lessons learned by the planning team in this improvement effort included the following: (1) employee involvement is essential; (2) every employee must be encouraged to improve quality service; (3) cross-functional teams produce better outcomes; (4) continuous improvement must be structured and ongoing; and (5) achieving quality improvement takes hard work but the benefits to customers and employees are enormous. (KP)

ED 374 838 JC 940 519

Messina, Robert C., Jr.; And Others
Opening up the Decision-Making Process through Shared Governance.
PUB DATE- Jun 94
NOTE- 32p.; Paper presented at the Annual Summer Institute on Institutional Effectiveness and Student Success (6th, Atlantic City, NJ, June 19-22, 1994). For related documents, see JC 940 518 and JC 940 520.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Governing Councils; Community Colleges; *Governance; Improvement Programs; *Management Teams; Organizational Development; *Participative Decision Making; Policy Formation; Quality Control; *Total Quality Management; Two Year Colleges

A formal governance system was adopted by the Board of Trustees in April 1991 at Burlington County College in New Jersey after the Commission on Higher Education and the Middle States Association of Colleges and Schools observed that it was lacking. The policy defines the path for maintaining a governance structure which fosters clear and timely communication within and among the college community. Senates of administrators, college staff, faculty, and students were formed to provide representation for all college constituencies. Governance Forums and regular President's breakfasts with leadership from each of the senates were implemented to improve campus communications. Officers from each senate work with elected representatives from their constituencies to study specific issues, while recommendations are presented for discussion and subsequently voted on by the membership before being formally presented to the President. Many recommendations generated by the staff senate have been approved, including the following: (1) the addition of a enrollment increased by 10%; (2) first-time college students decreased from 25% to 18%; (3) the proportion of females students increased by 1.6%; (4) students with sophomore or higher status increased by 35%; (5) white students enrollment decreased from 79% in fall 1990 to 72% in fall 1993; (6) with the advent of higher fees for students who already hold bachelor's degrees in spring 1993, enrollment from this cohort dropped from 8.7% to 3.4%; (7) the number of students who indicated that their goal was to transfer increased from 21.1% in fall 1990 to 49.4% in fall 1993; (8) the median age of the student body dropped from 23 to 21; (9) enrollment in social and behavioral sciences, mathematics and sciences, and fine arts and humanities increased while enrollment in applied arts and technologies remained static; (10) in the fall of 1993 undeclared majors made up 45% of the student body; and (11) English as the primary language dropped from 98% in 1990 to 91.9% in 1993. (KP)

ED 374 856 JC 940 549

College of the Canyons Degrees and Certificates Awarded, 1990 to 1994.
PUB DATE- Aug 94
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Associate Degrees; *College Graduates; Community Colleges; *Educational Certificates; *Educational Trends; Females; *Majors (Students); Males; Minority Groups; Physical Disabilities; Trend Analysis; Two Year Colleges; Two Year College Students
IDENTIFIERS- College of the Canyons CA

After the conclusion of each academic year, the Computer Center at the College of the Canyons in Santa Clarita, California, compiles a data file of degrees and certificates awarded by the college from July 1 through June 30. This information is transmitted to the Chancellor's Office and becomes part of the statewide Management Information System. The following data were compiled from the Computer Center's files for 1990-94: associate degrees awarded; associate degrees awarded by gender, race/ethnicity, disability, discipline, discipline and gender, discipline and ethnicity, and discipline and disability. Calculations were also made of certificates awarded by time/units required; certificates awarded by gender, race/ethnicity, disability, and discipline. Significant changes during the period were as follows: (1) associate of science (AS) degrees increased by 41.5%; (2) females earning AS degrees increased by 33.3%, and males earning AS degrees increased by 52.9%; (3) Associate of Arts (AA) degrees earned by Latino students increased by 62.5%; (4) AS degrees awarded to females in the biological sciences increased by 366.7%; (5) AA degrees awarded to non-white students in business and management increased by 53.3%, in public affairs and services by 75%, and in interdisciplinary studies by 88%; and (6) AA degrees earned by non-white students increased by 27.3% and by disabled students by 22.2%. (KP)

ED 374 857 JC 940 550

Validating Placement Rules for the APS Reading Test.
PUB DATE- Sep 94
NOTE- 19p.; For a related report, see JC 940 546. Some tables

College Students

Higher education is trapped in a time warp -- a pre-Gutenberg era where instructional information is mostly transmitted by word of mouth. New information technologies present a critical challenge which cannot be ignored if higher education is to succeed or even survive. Increasingly diverse college students are beginning to think and act like consumers interested in job skills that have relevance beyond the classroom. At the same time, confidence in higher education has turned to cynicism as the public decries soaring costs and declining quality. New competition will be created by communication companies with extensive electronic networks and the funds for the best educators, equipment, and data bases. The convergence of the problems of new students, public distrust, and new competitors poses a challenge to higher education which can only be met if colleges use the new information technologies to transform classrooms and teaching technologies. To succeed, faculty overcome their own fears and resistance to technology and alter the way they teach and the way students learn. Technology can help higher education link access and excellence by tailoring learning to the diverse student needs and styles, while also allowing colleges to respond to critics by containing costs and improving quality. Most of all, it can confound potential competitors by freeing up faculty to spend more time on activities most valued by students -- advising, counseling, mentoring, and collaborating. (KP)

ED 374 874 JC 940 571

Connecticut Community-Technical Colleges Student Enrollment Statistics, 1993-94.

PUB DATE- 94

NOTE- 31p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Community Colleges; *Enrollment; Ethnic Groups; Full Time Equivalency; Full Time Students; Majors (Students); Minority Groups; Part Time Students; School Demography; School Statistics; State Surveys; *Student Characteristics; *Technical Institutes; Two Year Colleges; *Two Year College Students

IDENTIFIERS- *Connecticut

Data on student enrollments in 12 regional community and state technical colleges in Connecticut are provided for fall 1993-94. Introductory material highlights the following information about the state's community-technical colleges (CTC), which serve 51.4% of the undergraduates in Connecticut public institutions: (1) the fall 1993 CTC enrollment was 45,542 students, while full-time equivalent (FTE) enrollment was 22,178; (2) this represents a 0.2% decline in headcount and a 1% decrease in FTE over fall 1992; (3) in spring 1994, enrollment was 43,037 with an FTE enrollment of 20,681; (4) in fall 1993, 75.2% of all CTC students attended part time; (5) the average age of the student population was 29, with full-time students averaging 23 years of age and part-timers averaging 31; (6) 25% of students fell into the 20-24 age bracket, while 40% were age 30 or above; (7) gender composition was 61.3% women and 38.7% men; (8) minority student enrollment increased from 19% in 1992 to 20% in 1993, with Blacks and Hispanics representing nearly 18% of the student enrollment; (9) of all Black and Hispanic undergraduates enrolled in Connecticut public higher education, 67.5% attend the CTC's; (10) in fall 1993, 43.3% of all students were enrolled in

Parent Family; *Parent Child Relationship; *Parenting Skills; Parent Materials; Parents; *Questioning Techniques; *Questionnaires
IDENTIFIERS- *Long Distance Parenting

This book offers help and guidance to fathers who have been physically separated from their children by divorce, work, or other factors. It gives methods and ideas to help long-distance fathers better communicate with and stay connected to their children. The methods offered in this book include devising test-like questionnaires for children; these tests are designed to help parents get to know their children better, to encourage discussion between parents and children, and to develop and maintain a close relationship between children and their parents. Part 1 discusses the father's separation from his child, and how he came to use tests in order to bridge the communication gap. It also explores the reasoning behind the tests, and guides readers through the construction of their first "Dad's Test." A checklist and troubleshooting guide are included to assist in test construction. Part 2 consists of actual tests used by a father, and offers commentary and suggestions on what type of questions to use and avoid when designing tests. Included at the end of the book is a list of organizations dealing with children's rights and welfare, parenting, and parent rights. (AS)

ED 374 893 PS 022 666

Lagardere, Bernard; Dumburgier, Elisabeth
Intestinal Parasitoses.
PUB DATE- 94
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Child Health; *Disease Control; *Diseases; Epidemiology; Family Health; Foreign Countries; Health Conditions; *Health Education; Hygiene; Public Health; Sanitary Facilities; Viruses
IDENTIFIERS- *Parasitic Infections; *Tropics

Intestinal parasites have become a serious public health problem in tropical countries because of the climate and the difficulty of achieving efficient hygiene. The objectives of this journal issue are to increase awareness of the individual and collective repercussions of intestinal parasites, describe the current conditions of contamination and clinical actions for parasites, and foster health education as a means of preventing infestation. The journal issue explains various types of parasites, including their epidemiology, symptoms, and different means of diagnosis. These explanations are organized according to different means of transmission: fecal/oral transmission, food transmission, and transcutaneous transmission. The issue also notes that controlling intestinal parasites can be achieved by the use of active drugs, the main features and indications of which are determined by the different types of worms. The spread and transmission of the disease can be stopped by interrupting completely the epidemiological chain at any one point. The journal issue concludes with the statement that the most important factor in prevention is public health awareness among community leaders and the improvement of health status by means of health education. (AP)

ED 374 894 PS 022 667

years of age. Informal observations indicated that staff members of the center were not using child development knowledge in guiding and responding to children. The physical environment was not arranged to support active learning, open-ended experiences, or language development; daily experiences at the center were not structured to give children and adults the greatest potential for interaction. A series of inservice training sessions, addressing the areas of early childhood development, learning environment, learning experiences, and supportive staff responses, were conducted on-site for all 20 staff members. Staff members were divided into teams and assigned to one of two supervisors who served as consultants and facilitators. After each training session, the supervisor and staff member agreed on goals to achieve in relation to inservice knowledge and skills. Implementation was monitored, and data were collected in a portfolio. Progress was reviewed and evaluated by the staff member and supervisor. Subsequent to the training sessions, inappropriate responses declined, and appropriate techniques of supporting child development increased. (AC)

ED 374 913 PS 022 765

Schurch, Pam; Hopson, Elizabeth
Exploring Diversity: Reflections Ten Years On. Australian Early Childhood Resource Booklets, No. 2.
PUB DATE- 89
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Cultural Awareness; *Cultural Pluralism; *Early Childhood Education; Educational Needs; Ethnic Groups; Foreign Countries; *Multicultural Education; Multilingualism; Program Effectiveness; Program Improvement; Socioeconomic Status; Teaching Methods; *Young Children
IDENTIFIERS- Australia (Sydney); *Lady Gowrie Child Centres (Australia)

This booklet reflects the past 10 year's thoughts and experiences and presents the current debate concerning multicultural early childhood education, as experienced by the Lady Gowrie Child Centre, in Sydney, New South Wales, Australia. The booklet describes how the center experienced the satisfying process of change and growth with such a program and realized that broader perspectives were needed to encompass the full range of diversity manifested by a truly multicultural classroom. Staff at the center found that the difficulty with the current thrust of multicultural education is that it does not sufficiently address the need for critical thinking nor develop skills for challenging bias within Australia. An early childhood program should be provided that incorporates the positive intent of multicultural education while avoiding the dangers of a tourist approach and to offer a more inclusive education that embraces gender, disability, and class issues by directly addressing the impact of stereotype, bias, and discriminatory behavior on young children. The booklet concludes with a multicultural resource center list. (AP)

ED 374 914 PS 022 766

Fleer, Marilyn
Jigsaw Puzzles. Australian Early Childhood Resource Booklets, No. 3.
PUB DATE- 89

Elementary Education; Foreign Countries; *Group Status; Itinerant Teachers; *Language Usage; Migrant Children; Migrant Education; Migrants; *Program Evaluation; Researchers; Research Problems
IDENTIFIERS- Marginality; *Researcher Subject Relationship; *Showmens Guild (Australasia)

This paper examines the link between language and power as it relates to program evaluation of the Brisbane School of Distance Education. This program was developed in 1989 to meet the educational needs of children who are part of the Showmen's Guild of Australasia. Guild members and their families travel from town to town putting on agricultural and equestrian shows. As part of program evaluation, interviews were conducted with parents, children, home tutors, and itinerant teachers. Interpretation of interview data was affected by relationships between the Showmen's Guild and the School of Distance Education, between the Guild and the researchers, and between the School and the researchers. It was found that in each relationship, language was used in an attempt to exercise power, by way of controlling the constructed identities that represent each group to "the public." Other noteworthy factors in these relationships include difficulties establishing communication among the three groups due to the mobility of Guild members, the ambiguous status of individuals within each group, and the coinciding and competing aspirations of researchers. Based on communication theories, this paper suggests that language reinforces the power to control responses of readers or listeners, that power is differentiated and mediated through language, and that all three groups involved in the study attempted to enhance their cultural capital and thereby become less marginalized in the wider community. (LP)

ED 374 932 RC 019 769

Danaher, P. A.
Conceptualising Itinerancy: Lessons from an Educational Program Designed for the Children of the Showmen's Guild of Australasia.
PUB DATE- 21 Aug 93
NOTE- 16p.; Paper presented at the Annual Symposium of the Postgraduate Student Association (Rockhampton, Queensland, Australia, August 21, 1993). Printed on colored paper.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Childhood Attitudes; Distance Education; *Educational Experience; Educational Opportunities; Elementary Education; Foreign Countries; *Life Style; *Migrant Children; Migrant Education; Migrants; *Place of Residence; Semantics; Stereotypes
IDENTIFIERS- *Sense of Place; *Showmens Guild (Australasia)

This paper examines itinerancy, particularly educational itinerancy, and the appropriateness of various labels applied to the life style of members of the Showmen's Guild of Australasia. Guild members and their families travel from town to town providing agricultural and equestrian shows. An ongoing study is examining the effectiveness of a distance education program established in 1989 for show children. Researchers interviewed children, parents, and home tutors about curriculum, participant roles, social networks, and work and play. It was found that most respondents referred to Guild members' caravans (i.e. house trailers) as their "homes," and children talked about coming "home" from school to their

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *American Indian Education; American Indians; *Doctoral Programs; Ethnic Discrimination; *Faculty Advisers; Financial Problems; Graduate Students; Higher Education; Institutional Environment; *Mentors; *Mexican American Education; Mexican Americans; Qualitative Research; Self Concept; Student Alienation; *Student Attitudes; Teacher Student Relationship
IDENTIFIERS- United States (Southwest)

This paper addresses the continuing failure of racial and ethnic minorities, specifically Mexican Americans and American Indians, to gain full representation in doctoral graduating classes and college faculties. The demographics of minorities in doctoral programs is reviewed with particular emphasis on the Southwestern United States and the two minority groups under consideration. The qualitative data for the study consist of 139 responses to a free-response question presented at the end of a lengthy questionnaire completed by 176 Mexican American and 38 American Indian doctoral students. The broad themes for discussion are financial obstacles and institutional barriers; the departmental environment, including academic and social integration and alienation and discrimination; and faculty and student interaction, which includes ethnic role models, relationships with mentors and advisors, and academic self-concept. Representative verbatim statements are given in each category. Mentor relationships were highly significant in the satisfaction of doctoral students, and same-gender and same-ethnicity pairing of doctoral mentors and students significantly affected the academic satisfaction of these minority doctoral students. Contains 52 references. (RAH)

ED 374 949 RC 019 807

Hektner, Joel
When Moving Up Implies Moving Out: Rural Adolescent Conflict in the Transition to Adulthood.
SPONS. AGENCY- Alfred P. Sloan Foundation, New York, N.Y.
PUB DATE- Apr 94
NOTE- 52p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994). Some figures may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; *Aspiration; College Bound Students; Elementary School Students; Family Relationship; Goal Orientation; Intermediate Grades; *Negative Attitudes; Rural Education; *Rural Urban Differences; *Rural Youth; Secondary Education; Secondary School Students; *Student Attitudes; *Student Educational Objectives
IDENTIFIERS- *Ambivalence (Psychology); Middle School Students

This paper examines the influence of community context on the attitudes of rural and nonrural adolescents toward their own future geographic and social mobility. Part of a national sample in a longitudinal study of career development, the 1,060 subjects were public school students in grades 6, 8, 10, and 12 from 3 contrasting Illinois communities. Subjects completed questionnaires based on those used in the National Educational Longitudinal Study (NELS), and some also participated in the experience sampling method for obtaining self-reports on

Schools; *High School Students; *Mathematics Education;
  *Minority Groups; Program Evaluation; *Science Careers;
  *Science Education
IDENTIFIERS- *MESA Program

MESA (Mathematics, Engineering, and Science Achievement) is a program designed to increase the number of underrepresented ethnic groups in professions related to mathematics, engineering, and the physical sciences. This paper describes and evaluates the MESA program at Jarama High School, Phoenix (Arizona), using informal interviews and participant observation of faculty, administrators, staff, and 14 students. Described are: the community around the school, the school setting, description of MESA at this school, MESA student dedication, MESA problem areas, recommendations for the junior high school MESA club, and recommendations. Case studies and student profiles are included. (MKR)

ED 374 968   SE 054 920

Ibe, Richard E.
The Enduring Effects of Productivity Factors on Eighth Grade Students' Mathematics Outcome.
PUB DATE- Apr 94
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Environment; Educational Quality; *Family Environment; Grade 8; Junior High Schools; *Junior High School Students; Longitudinal Studies; *Mathematics Achievement; Mathematics Instruction; Models; *Motivation; *Student Attitudes

Using Walberg's educational productivity model, this study estimated the influences of home environment, motivation, ability, classroom environment, quality of instruction, and instructional time on mathematics outcomes using longitudinal data from the Second International Mathematics Study (SIMS). SIMS was a comprehensive survey of the teaching and learning of mathematics in 20 countries conducted by the International Association for the Evaluation of Educational Achievement. The data incorporated measures collected at the beginning and the end of the academic school year. The U.S. sample comprised 7,935 eighth-grade 13-year-old mathematics students in 299 classrooms. Results indicate that attitude toward mathematics can be reliably assessed as mathematics outcome and that instructional time is a significant direct influence upon both mathematics achievement and attitude. Contains 18 references. (MKR)

ED 374 969   SE 054 921

Fitzpatrick, Corine
Adolescent Mathematical Problem Solving: The Role of Metacognition, Strategies and Beliefs.
PUB DATE- Apr 94
NOTE- 40p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

Papers, "Papers Presented at..." (150)
DESCRIPTORS- Discovery Learning; Discussion (Teaching Technique); *Discussion Groups; *Elementary School Students; *Exploratory Behavior; Foreign Countries; Grade 6; Intermediate Grades; Mathematics Education; *Microworlds; Observation; *Problem Solving
IDENTIFIERS- Costa Rica; Guided Discovery Approach; *LOGO Programming Language

This paper reports on a pilot study of 34 sixth-grade students engaged in mathematical explorations that was carried out in the context of a national Logo project in Costa Rica. Students worked in pairs investigating a mathematical microworld written in Logo. The investigation had three phases: (1) open exploration of the microworld, during which the students recorded their observations and formulated hypotheses about how the program worked; (2) group discussion and sharing of hypotheses; and (3) additional guided discovery and problem solving. Through observations and collection of written worksheets, it was found that the students were successful in discovering certain functions of the microworld during the first phase, and their hypotheses were improved after discussion with their peers, guided by the instructor. The students were successful in applying their knowledge of the computer microworld in the problem-solving tasks during the third phase. Contains 12 references. (MKR)

ED 374 991 SE 055 032

Funkhouser, Charles P.
First Grade Teacher Expectations in Mathematics.
PUB DATE- Sep 94
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Elementary School Teachers; *Grade 1; Mathematics Instruction; *Mathematics Skills; Primary Education; School Readiness; Surveys; *Teacher Expectations of Students

The focus of this study was on the expectations that first-grade teachers have of the mathematics skills of their incoming first-grade students. At the end of one school year and at the beginning of the next school year, first-grade teachers (n=64) in rural and urban settings completed the Mathematics Skills Expectations Survey (MSES). The MSES considers 11 basic areas of mathematical skills appropriate for the primary grade level and allows respondents to indicate agreement or disagreement with statements about abilities incoming first-grade students should have with respect to these skills. Data were analyzed with respect to skills clusters (numeration, arithmetic computation, measurement, symbols, and geometry) and performance vectors (written, oral, calculation, psychomotor, and visual expectations). In regard to skills clusters, teachers had highest expectations for numeration and geometry skills and lowest expectations for arithmetic computation and symbol skills. In regard to performance vectors, teachers had highest expectations for psychomotor skills and lowest expectations for calculation skills. An appendix contains the MSES questions and results of the survey. Contains 17 references. (MKR)

ED 374 992 SE 055 052

Cornell, Joseph; Deranja, Michael

articles, the update contains the interactive worksheets related to LRE: "Fill in the Blanks: Create Your Own Great Quotes about Justice"; "Street Scene"; and "Word Search." (JD)

ED 375 014 SO 023 832

Sweet, Robert W., Jr.
Education in the Law: Promoting Citizenship in the Schools. OJJDP Update on Programs. Juvenile Justice Bulletin.
PUB DATE- 90
NOTE- 8p.; Reprinted from NIJ Reports No. 218 January/February 1990.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - General (130),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Citizenship Education; Civil Law; Constitutional Law; Criminal Law; Elementary Secondary Education; *Law Related Education; Social Studies

This article describes the law-related education (LRE) programs instituted by the United States Department of Justice Office of Juvenile Justice and Delinquency Prevention (OJJDP). By linking legal and constitutional matters to everyday life, the programs aim to bring alive for elementary through high school students legal statutes that often strike youth as arbitrary and prohibitive. Together with the American Bar Association, the Center for Civic Education, the Constitutional Rights Foundation, the National Institute for Citizen Education, and the Phi Alpha Delta Public Service Center, the OJJDP provides training, curriculum, teaching materials, and local contacts to help schools develop LRE programs. The distinguishing characteristics of LRE are creativity and adaptability. This is illustrated by describing the diversity of programs in place across the United States. The approaches to teaching LRE include mock trials, case studies, and visits by experts in the law. The curriculum of the programs cover constitutional, civil, and criminal law. For teachers and administrators interested in pursuing LRE, the article provides a guide to the organizations willing to provide them with assistance. (JD)

ED 375 015 SO 023 969

Collins, Georgia; Sandell, Renee
Women, Art, and Education.
PUB DATE- 84
NOTE- 257p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141),Books (010)
DESCRIPTORS- *Art; *Art Education; Artists; Course Content; Educational Strategies; *Equal Education; Females; *Sex Bias; Sex Differences; Sex Discrimination; Sex Stereotypes; *Womens Education; Womens Studies

Sex equity issues and efforts in art and art education are examined in five major focus areas: (1) "Matters of Conscious and Consciousness" deals with problematic relationships between women, art and education. (2) "Matters of Protest and Progress" explores the sex equity progress made in art and education. (3) "Matters of Herstory and Heritage" looks at women's achievement in art and art education. (4) "Matters of Research and Vision" examines relevant research on sex differences and alternative approaches to sex equity in education. And (5) "Matters of Revision, Strategies and Resources" addresses the need for practice techniques? Forty sixth grade band students were assigned to one of four practice conditions and asked to perform a composition after a brief practice session. The four practice sessions were: (1) modeling; (2) silent analysis; (3) free practice; and (4) control. Statistical analyses revealed that modeling was significantly different when compared to the three other groups in improving students' performances of the composition. When looking at the gain scores, both modeling and silent analysis appeared to be more effective than free practice in helping to improve elementary students' performing level. Additionally, the gain scores revealed that practice of any kind is better than simply sight reading. The article begins by discussing the related literature. It includes four tables of scores and a graph of mean gain scores of practice groups, and concludes with an 18-item reference list. (Author/DK)

ED 375 035　　　　SO 024 286

Howle, Mary Jeanette
An Examination of Selected Aspects of Pitch-Matching Problems among Children.
PUB DATE- 92
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- Educational Research; Elementary Education; *Music Education; Questionnaires; Sex Differences; *Singing; *Student Motivation; Teaching Methods; *Vocal Music
IDENTIFIERS- *Pitch (Music)

This article presents findings from the literature and professionals of music education concerning the characteristics of problem singers, the manifestations of the problem, suggested causes of poor singing, and possible procedures for correcting the problem. It also attempts to determine any parallels between existing research findings and informal observation. In an attempt to learn more about children who cannot match pitch, research was conducted in the related professional literature, knowledgeable teachers were asked to participate in interviews and to complete questionnaires, and work was done with children who had problems singing. All teachers contacted for this study cited problems with children who cannot sing well and had tried many different ideas to help correct the problem. Several areas have been investigated by researchers in an attempt to gain insight into the inability to sing. No one characteristic appears to be a common cause for poor singing. Factors that do seem to be prevalent in the discussion of the problem singer include: (1) gender; (2) motivation; (3) age, accuracy in singing improves with age; and (4) solo and group singing. Some children, especially prior to sixth grade, match pitch when singing alone but have difficulty when singing in a group. Manifestations of the problem are grouped into incorrect pitch, speaking singers, dependence, and coordination. Causes of poor singing include home environment, perception, melodic content, text, and range and tessitura. Social factors, experience, and education are discussed. Remedial techniques are suggested. (DK)

ED 375 036　　　　SO 024 289

Lanier, Vincent
The World of Art Education According to Lanier.
PUB DATE- 91

Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Art Activities; Art Appreciation; Art Criticism; *Art Education; Course Content; Curriculum Guides; Foreign Countries; Grade 9; High Schools; *Secondary School Curriculum
IDENTIFIERS- Manitoba

This Manitoba, Canada curriculum guide presents an art program that effectively bridges Canadian junior and senior high school art levels. Content areas include media and techniques, history and culture, criticism and appreciation, and design. Four core units present fundamental art knowledge through themes based on self and environmental exploration. Media and techniques used include drawing, collage, sculpture and ceramics. Four secondary units are enrichment oriented. Maskmaking expands on self-exploration by examining different faces humans present to establish identity and communication. Mass media introduces students to concepts of advertisement communication. Differences between need and want are explored. Landscape is studied as interpretations of environment as seen, remembered, or imagined. Investigation of the future allows for exploration of various scenarios with a wide variety of materials. The teaching method employed is problem solving/inquiry. Idea journals and portfolios are identified and used as evaluation tools. Appendices and bibliographies are included. (MM)

ED 375 055 SO 024 506

The Girl Child, An Investment in the Future. Revised Edition 1991.
PUB DATE- Apr 91
NOTE- 141p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; Cultural Context; Dropouts; Elementary Secondary Education; *Enrollment; *Equal Education; Females; Foreign Countries; *Literacy; *Womens Education
IDENTIFIERS- *Algeria

There are growing discernible differences between the status of Algerian girls and Algerian boys, as the onset of puberty approaches, in educational or literacy attainment or achievement. Around 19% of Algerian girls never attend school or drop out very early on. School is legally mandated through the age of 16, but many girls' families simply do not send them to school. As puberty approaches, more and more girls are removed from school; while dropout rates for boys of 11 years of age are 6.35%, they are 10.42% for girls. This trend is particularly powerful in the rural areas of Algeria, where attendance percentages for rural girls primary school may be as low as 35.89%. Similar disparities exist between boys and girls in terms of literacy. While 7.23% of boys aged 15-19 are illiterate, 25.30% of girls this age are. Once again, girls in rural areas are more likely to be unschooled than their urban sisters; while urban rates of illiteracy for girls are somewhere between 1.07% and 4.91%, rural girls have rates of around 48.89% and 46.33% These figures infer that girls in Algeria are discriminated against in access to and achievement in school. Rural girls face particularly fierce discrimination. The most likely causes are: rural girls are needed for home producing more often that urban girls, schools are too far away, and social attitudes in rural areas tend to be more conservative. This study highlights the plight of the Algerian girl. Women's groups in Algeria, as well as the United Nations Children's Fund (UNICEF) and 20 NGO's (Non Government Organization), are working to lessen the disparity between the in the school curriculum and on the more specific history understandings and thinking processes all students should have equal opportunity to acquire over 12 years of precollegiate education. Divided into 3 chapters, this document presents the national standards developed for grades K-4. The first chapter is on developing standards in history for students in grades K-4. It discusses the significance of history for the educated citizen, definition of standards, basic principles in development of standards for K-4, integrating historical thinking and historical understandings in standards for grades K-4, and questions concerning these standards. Policy issues discussed are: (1) ensuring equity for all students; (2) providing adequate instructional time for history; and (3) linking history to related studies in geography, civics, literature, and the arts in an integrated or interdisciplinary curriculum for grades K-4. The second chapter presents an overview of standards in historical thinking including chronological thinking, historical comprehension, historical analysis and interpretation, historical research capabilities, and historical issues analysis and decision making. Chapter 3 surveys eight standards organized under four topics: (1) living and working together in families and communities, now and long ago; (2) the history of students' own state or region; (3) U.S. history, democratic principles and values, people from many cultures who contributed to U.S. cultural, economic, and political heritage; and (4) history of peoples of many cultures around the world. An appendix lists contributors and participating organizations. (DK)

ED 375 076   SO 024 596

Crabtree, Charlotte; Nash, Gary B.
National Standards for United States History: Exploring the American Experience. Grades 5-12. Expanded Edition. Including Examples of Student Achievement.
SPONS. AGENCY- Department of Education, Washington, DC.; National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 94
NOTE- 280p.; For related documents, see SO 024 595-97.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Decision Making; *History Instruction; Intermediate Grades; Secondary Education; Social Studies; *United States History
IDENTIFIERS- *Historical Interpretation; *National History Standards

Developed through a broad-based national consensus building process, the National History Standards project has involved working toward agreement both on the larger purposes of history in the school curriculum and on the more specific history understandings and thinking processes that all students should have equal opportunity to acquire over 12 years of precollegiate education. Divided into 4 chapters, this document presents the standards for U.S. history for grades 5-12. The first chapter is on developing standards in U.S. history. It discusses the significance of history for the educated citizen, provides a definition of standards and the criteria for their development, and describes the process of developing the standards. Three policy issues are identified: (1) ensuring new educational technologies lies in appropriate training of teachers. An educational technology joint venture was created at the Northern Territory University in Darwin (Australia) in which the Institute of Technical and Further Education provided the equipment, the Computing Services section provided the technical support, and the Faculty of Education trained the trainers. This joint venture has provided a vertical integration of expertise in preservice and inservice training for teachers and lecturers. It helps trainers acquire a "mindshift in attitudes" to use information technology to facilitate an exciting and lasting journey of discovery for their students. Students and lecturers are given a "tool set" of skills and techniques, beginning with word processing and idea processing, followed by up to three core units in information technology. Effective use of new technologies is enhanced by use of interactive tutorial packages that allow users to perform real exercises involving all of the major sections in the application. For the future, the university is looking at Electronic Performance Support Systems which integrate hardware, software, and end-user interfaces and provide on-the-job assistance and training. (JDD)

ED 375 093 SP 035 459

Yarrow, Allan; And Others
University Practicum Supervisors: Marching to a Different Drummer?
PUB DATE- Jul 94
NOTE- 26p.; Paper presented at the Annual Conference of the Australian Teacher Education Association (24th, Brisbane, Queensland, Australia, July 3-6, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Cooperating Teachers; Early Childhood Education; Elementary Secondary Education; Foreign Countries; Higher Education; Participant Satisfaction; *Practicum Supervision; Preservice Teacher Education; *Student Teacher Attitudes; *Student Teacher Supervisors; Student Teaching; *Teacher Attitudes; *Teacher Characteristics; Teacher Responsibility; *Teacher Role
IDENTIFIERS- Australia; Queensland University of Technology (Australia)

This study on the role of university lecturers in supervision of practicum experiences for preservice teachers is based on a literature review that examined the ideal and actual characteristics, roles, responsibilities, tasks, and activities of university supervisors. A survey was conducted of 52 university supervisors, 93 supervising teachers, 35 school coordinators, and 79 student teachers in the practice teaching program for preservice teacher education at the Queensland (Australia) University of Technology. The survey questionnaire gathered data concerning ratings of actual and ideal supervisory elements in personal, professional, and procedural categories, and ratings of characteristics of practice teaching schools/centers. Results indicated that student teachers (compared to the other three groups) recorded the highest discrepancy scores between actual and ideal characteristics of university supervisors. University supervisors were seen to be most lacking in consistency, awareness of student teacher individual development, and stating their expectations clearly. They came closest to participant ideals for friendliness, being well-qualified academically, and treating other participants as fellow professionals. Compared to the other three respondent reflective action; immediate versus extended time frames for reflection; the complexity of critical reflection and the need to foster it over a considerable period; and the role of problem solving in reflection. An ongoing investigation into reflection is being undertaken within the Secondary Bachelor of Education course at the University of Sydney (Australia), based on student reports and self-evaluations, videotapes of their teaching, and interviews. Analysis demonstrated clear evidence of student teachers undertaking reflection in their final year, with the largest proportion of reflective units in written reports being descriptive reflection rather than critical or dialogic reflection. Barriers that hinder reflective approaches are identified. A framework for conceptualizing and researching reflection within the context of professional preparation is proposed. Components of the developmental framework include: technical reflection, where skills are evaluated in controlled or simulated situations and immediate feedback is provided; reflection-on-action, with its three forms being descriptive, dialogic, and critical; and then reflection-in-action, based on contextualization of multiple viewpoints. An appendix lists criteria for the recognition of evidence for different types of reflective writing. (Contains approximately 70 references.) (JDD)

ED 375 111   SP 035 488

Faire, Mary
Helping Professionals Take Control of Assessment: An Exploratory Study of Recording and Reporting Achievement in New Zealand Schools.
PUB DATE- Jul 94
NOTE- 8p.; Paper presented at the Conference of the Australian Teacher Education Association (24th, Brisbane, Queensland, Australia, July 5, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Academic Records; *Achievement Rating; *Compliance (Legal); Educational Change; Elementary Secondary Education; Foreign Countries; Government School Relationship; Inservice Teacher Education; *National Curriculum; Postsecondary Education; Professional Development; *Report Cards; Student Evaluation; Student Records
IDENTIFIERS- *National Qualifications Framework (New Zealand)

This study examined teachers' recording and reporting practices in conjunction with the recently published New Zealand Curriculum Framework (NZCF), which requires teachers to report the achievement of students in curriculum strands. Teachers from 10 primary, intermediate, and secondary schools examined existing practices and worked to develop innovative approaches consistent with the NZCF. Findings revealed a trend for schools to be individual in designing new methods for recording and reporting. While it was feasible for schools in some geographical areas to coordinate their recording and reporting practices, for others it was not. Success in achieving consistency with the NZCF was dependent upon the involvement and leadership of the school principal or curriculum leader; teachers' knowledge of the new curricula; and available resources of time, finances, and personnel. There was a great deal of effort devoted to involving students in the recording process, to enhance student motivation and learning. There was widespread criticism of the national system for recording achievement in primary schools. Teacher development was a major

Higher Education; *Moral Development; *Moral Values; Preservice Teacher Education; *Student Teachers
IDENTIFIERS- *Preservice Teachers

Teachers are being faced with increasingly complex ethical decisions. This study was conducted to identify and compare the levels of moral development and ethical decision-making processes of entry level teacher education students and exit level student teachers by examining their corresponding stages of moral development and the factors which impacted their decisions. Entry level teacher education students (N=373) and 158 student teachers responded to the Defining Issues Test (DIT) and 3 ethical decision vignettes designed to present ethical dilemmas commonly encountered by inservice teachers. Results indicated that both groups of students had lower than average levels of moral development and that student teachers reported lower levels of principled moral reasoning than entry level education students. Decisions made and the reasons influencing those decisions varied significantly across situations. This descriptive, exploratory analysis is a necessary initial phase in restructuring reflective, moral teacher education. A sample vignette and statistical tables displaying DIT results, vignette decisions and reason rankings, and significance of between group differences are provided. (Contains 22 references.) (LL)

ED 375 130 SP 035 525

Tan, Steven K. S.; And Others
Differences in Novice and Competent Teachers' Knowledge.
PUB DATE- Apr 94
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Developmental Continuity; Elementary Secondary Education; Higher Education; *Knowledge Level; *Lesson Plans; Physical Education; *Student Teachers; Teacher Education; Teaching (Occupation); Teaching Experience
IDENTIFIERS- *Experienced Teachers; *Pedagogical Content Knowledge

This study investigates the differences between competent and novice teachers' knowledge of teaching physical education. Participants were teachers (N=5) with five or more years of teaching experience, and novices (N=5), student teachers within a year of graduation with no prior public school teaching experience. Data were gathered through audiotaped, extended, multiple interviews that focused on the knowledge teachers used in planning and conducting physical education classes. Themes and categories emerging from the data were then compared with D. C. Berliner's theory of the acquisition of teaching expertise, a developmental sequence characterized by the following levels: novice, advanced beginner, competent, proficient, and expert. Findings suggest that novices require different strategies to meet their occupational demands and different forms of inservice training. Competent teachers would appear to benefit from inservice programs that allow them to share ideas regarding instructional activities with emphasis on the technical qualities of skills and concepts. Specific differences were found between competent and novice teachers in assessing student learning difficulties, conceptions of knowledge, and reflective practice. (Contains 17 references.) (LL) staff qualifications), and program outcomes. This paper examines Pelavin Associates' sample outline of proposed areas in which indicators as well as sample data elements for the indicators will be offered. For each program area in which quality indicators are recommended, the following questions are addressed: (1) Are there unique aspects of ESL programs that should be taken into account in development of indicators, and what adjustments and adaptations to generic indicators may be necessary?; (2) Are the indicators appropriate for ESL programs, unnecessary, incomplete?; and (3) What problems or other issues would confront ESL programs when using these or similar indicators? Responses to the questions are appended to the main text. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 374 685 FL 800 769

Cumming, Alister, Ed.; And Others
An Annotated Bibliography of Teaching and Learning Materials for Adult Newcomers to Canada.
PUB DATE- Jan 93
NOTE- 155p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Collected Works - Serials (022)
DESCRIPTORS- *Acculturation; Adult Basic Education; Adult Learning; Annotated Bibliographies; Citizenship Education; Conversational Language Courses; Daily Living Skills; Difficulty Level; *English (Second Language); Foreign Countries; Grammar; *Immigrants; Instructional Materials; Interpersonal Communication; *Land Settlement; Language Proficiency; *Literacy Education; Publishing Industry; Second Language Instruction; Teaching Guides; Vocabulary Development; Vocational English (Second Language)
IDENTIFIERS- *Canada; Language Instruction for Newcomers to Canada

This bibliography is intended as a resource for teachers and service-providers who work with participants in LINC (Language Instruction for Newcomers to Canada) programs of basic English-as-a-Second-Language education. It lists and describes Canadian teaching materials appropriate for adult immigrants' English language learning and their orientation to, settlement in, and active participation in Canadian life. Its content and organization reflect three levels of language proficiency and cultural adaptation, is comprehensive in its coverage of Canadian print materials, and is accessible to both specialists and lay persons. Bibliographic information provided includes title, author, date, LINC level, length, source, price, supplementary or related materials, subject area, and a brief annotation. The first three sections cite materials for each of the three proficiency levels, and a fourth lists materials for all three levels. Appended materials contain citations according to theme (anti-racist education; citizenship; ESL literacy; vocational English; general language study; grammar; life skills and community resources; speaking and conversation; teacher references; vocabulary), addresses of publishers and distributors, LINC level descriptions, a list of individuals consulted for the project, and correspondence used in consultation. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 374 686 FL 800 770

Silliman, Anna

ED 374 704 HE 027 707

Entwistle, Noel
Experiences of Understanding and Strategic Studying.
PUB DATE- 94
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavioral Objectives; *Cognitive Style; College Students; Epistemology; Foreign Countries; Higher Education; Learning Motivation; Learning Processes; *Learning Strategies; Memorization; Metacognition; *Student Attitudes; *Student Experience; *Study Skills; Thinking Skills
IDENTIFIERS- United Kingdom

In an effort to further explore the experience of understanding from the university perspective, this study examined how British students' understanding was refined and committed to memory during preparation for final examinations. After piloting an interviewing procedure, in-depth interviews were conducted with eleven students from psychology (including two pre-med students taking a year out) and zoology. Through a flexibly structured interview schedule, students were taken through their revision strategies, with a particular focus on how they developed understanding and used visualization in its recall. Another 11 psychology students were asked to provide written responses describing their experiences of understanding. As the results of this first study related only to the context of revising for examinations, and as the sample was restricted in both size and range of discipline, the work is currently being extended through two hour-long interviews with twelve final year historians. The current study concerns understanding not just during revision, but also through writing essays as course work (term papers) and in Finals. The analysis found that the experience of understanding involved strong feelings of coherence and connectedness, together with confidence about explaining or using the knowledge acquired. Students differed in terms of the breadth of their understanding and in the depth or level of understanding which was a function of the effort put into making connections within the material and with related ideas and experiences. Only two students studied without any use of structure. Several students relied on the structure they had in their lecture notes. Other students developed structures designed to fit perceived requirements of previous years' examination questions. Only two types of structures drew on wide, active reading and involved an independent transformation of what was being learned. The five different kinds of structure, allied to parallel variations in breadth and depth, were described as "forms of understanding" (Entwistle & Entwistle, 1991) and depended on differing approaches to learning and studying. (Contains 24 references.) (JB)

ED 374 705 HE 027 709

Schonwetter, Dieter J.; And Others
Implications for Higher Education in the Linkages of Student Differences and Effective Teaching.
PUB DATE- Apr 94
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8,

ED 374 723 HE 027 729

State University Construction Fund. Performance Indicators. Report-94-S-24.
PUB DATE- 12 Sep 94
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Audits (Verification); *College Buildings; Construction Costs; *Construction Management; Data Analysis; Educational Facilities; Evaluation Criteria; Financial Audits; Higher Education; *Institutional Evaluation; *Performance Factors; Reliability; *State Agencies; Universities
IDENTIFIERS- *New York State University Construction Fund

This report presents the results of an 1990-93 audit of the New York State University Construction Fund (SUCF) to assess the need for service efforts and accomplishments (SEA) indicators that address overall construction efficiency, economy, and effectiveness issues. The audit also assessed the reliability of SUCF's construction project data and determined how the data were used to manage construction activities. The audit interviewed SUCF staff, surveyed related agencies, and reviewed SUCF records and procedures. The audit found that while SUCF has processes to manage individual projects and the construction program in total, it did not utilize performance measures or SEA indicators to report how well it performed in fulfilling its mission. The audit also found that SUCF's construction project data were reliable. The report recommends that SUCF: (1) work with other construction agencies to identify key construction performance indicators; (2) assess the availability of the data required for the identified indicators and develop systems needed to collect appropriate data; and (3) publicly report the identified performance indicators on at least an annual basis. Three appendixes list the contributors to the report, and offer the comments of SUCF on the report. Contains 28 references. (MDM)

ED 374 724 HE 027 730

Fereshteh, M. Hussein
Development of Modern Persian Higher Education: The Western Style.
PUB DATE- 94
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- Christianity; *College Administration; *Educational History; Educational Trends; Foreign Countries; *Government Role; *Higher Education; Islamic Culture; *Modernization; *Traditionalism; Traditional Schools; Western Civilization
IDENTIFIERS- *Iran; Iranian Revolution 1979; Islam; Missionaries

This paper examines the development of higher education in Iran in the 19th and 20th centuries. It examines the role of Christian missionaries in the creation of Darolfunun, the first Western-style Iranian college, founded in 1851. The University of Teheran, based on French models, was founded in 1934. While Western influence on education in Iran was increasing, the traditional schools of higher education, the madrasahs, continued to flourish, albeit with declining government support. Even in the 1970s, with oil wealth providing the impetus for the creation of many Western-style universities, madrasahs continued to expand and attracts students to their eight variables analyzed to predict cumulative grade point average after four semesters in college, the best predictor was "grade and enrollment in College Seminar." Students who took the course attended more events on campus, belonged to more extracurricular organizations, felt more comfortable approaching faculty, spoke with faculty more frequently outside of class, and were more familiar with college support services. The paper concludes that students who have taken the seminar bonded more to the institution and experienced more benefits in both the academic and personal spheres. (JDD)

ED 374 742 HE 027 748

Investing in People, Linking Nations: The First 75 Years of the Institute of International Education.
PUB DATE- 94
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational History; Futures (of Society); Higher Education; *International Cooperation; *International Education; *International Educational Exchange; International Organizations; International Programs; Long Range Planning; Student Development; *Student Exchange Programs; *Teacher Exchange Programs
IDENTIFIERS- *Institute of International Education NY

Since its founding in 1919, the Institute of International Education (IIE) has been committed to strengthening mutual understanding and to encouraging the free flow of knowledge and ideas across national boundaries. Through the international programs IIE develops and administers, it has pioneered in the education of men and women of outstanding leadership potential in the conviction that such investment will help secure a more peaceful, enlightened future. Educational services have informed both the public and the academic community about opportunities and policy issues in international education. Partnerships that IIE has built with corporations, foundations, colleges and universities, government agencies, and international organizations have worked to mobilize resources and ensure their wise and efficient application to education. To begin the next 75 years, IIE believes that new levels of international cooperation are imperative and that its work must include not only fostering mutual understanding but encouraging mutual action as well. Looking toward the future, four key areas of focus for IIE are: strengthening human resources to build democratic, pluralistic societies, and market economies; strengthening international competence of U.S. citizens; fostering mutual understanding; and building global problem-solving capabilities. (JDD)

ED 374 743 HE 027 749

Beckham, Joseph C.
Faculty/Staff Nonrenewal and Dismissal for Cause in Institutions of Higher Education. Higher Education Administration Series.
PUB DATE- 86
NOTE- 61p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

time students from each New York county. (JDD)

ED 374 761 HE 027 768

Houpt, Corinne A., Ed.
Academic Program Closures: A Legal Compendium.
PUB DATE- 91
NOTE- 382p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Administrative Policy; Court Litigation; *Financial Exigency; Higher Education; *Legal Responsibility; *Program Termination; *Reduction in Force; *Retrenchment; School Closing; School Responsibility; Student Rights; Trustees

The materials in this compendium are intended to assist counsel and administrators at institutions of higher education faced with the need to consider and plan for program closures. Some materials also deal with the closely related issues of financial exigency, faculty reductions, and reductions in force. Section I offers the following papers: "The Age of Austerity: Downsizing for the 90's" (Corinne A. Houpt); "Problems of Contraction: Legal Considerations in University Retrenchment" (Annette B. Johnson); "Evaluating and Discontinuing Programs" (Edward A. Dougherty); "Planning the Unthinkable: Issues in Institutional Reorganization and Faculty Reductions" (Steven Glenn Olswang); "Procedures and Criteria for Faculty Retrenchment" (Kenneth P. Mortimer); "What If the Faculty Member To Be Laid Off Is the Governor's Brother?" (Colleen Dolan-Greene); "Terminations without Tears: Avoiding Litigation Risks in Reductions in Force" (Peter M. Panken and Michael Starr); "Planning for Workforce Reductions: Charting a Course around the Legal Icebergs" (Fred W. Alvarez and Elena E. Matsis); "Program Elimination, Financial Emergency, and Student Rights" (Steven Glenn Olswang and others); "To Save a College: Independent College Trustees and Decisions on Financial Exigency, Endowment Use and Closure" (Edward A. Johnson and Kent M. Weeks); and "Closing a College: Trustee Decisions and Administrative Policies" (Joseph P. O'Neill and Samuel Barnett). Section II consists of various guidelines and institutional policies and procedures on terminations or reductions of programs, terminations of faculty and staff, and treatment of students affected by program closures. Section III includes internal documents and agreements from specific program closure situations. A resource list of 19 monographs and journal articles concludes the compendium. (JDD)

ED 374 762 HE 027 769

Hemnes, Thomas M. S.; And Others
A Guide to Copyright Issues in Higher Education. Third Edition.
PUB DATE- Jun 94
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Books; *Copyrights; Court Litigation; *Fair Use (Copyrights); Federal Legislation; Federal Regulation; *Guidelines; Higher Education; *Legal Responsibility; Music; Periodicals; Programming (Broadcast)

next two chapters illustrate the results obtained in the case studies. The first step, "Describing the strategy of intervention," defines the nature of knowledge to be recorded. The second step describes the strategy and means proposed for the knowledge acquisition. Step three describes the content, the architecture, and the implementation in the environment strategy. Finally, the fourth step describes the physical implementation of the system. (Contains 105 references.) (JLB)

ED 374 782 IR 016 826

Planning/Evaluation Report 94-256.
PUB DATE- 2 Aug 94
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Assessment; Educational Needs; Educational Objectives; *Educational Planning; Educational Policy; Elementary Secondary Education; Futures (of Society); *Information Management; Information Technology; Program Evaluation; *School Districts; School Effectiveness; Staff Development; Strategic Planning
IDENTIFIERS- Des Moines Public Schools IA; *Technology Plans

The Des Moines (Iowa) Independent Community School District Department of Information Management provides leadership and management services for the district in the areas of strategic planning for district improvement, technology, telecommunications, accountability, program evaluation, research, testing/assessment, and student information. This is a report of the department evaluation. The context evaluation contains an overview of departmental functions; recent developments including implementation of a transformation plan, changes to the district's assessment program, technology improvements, and a new student records database; and policies, standards, and regulations that govern departmental operations. The input evaluation component contains information on budget and expenditures; human resources; technology cost summary; costs of inservice/staff development; materials and equipment by the department; community resources; and space allocations. The process evaluation section is comprised of information about work flow; district goals and objectives for 1993-94 and 1994-95; inservice and staff development activities; and the influence of technology. The product evaluation component describes specific outcomes of department objectives; program evaluation; assessment; student information; and technology. Finally, the department identifies plans for the future. (JLB)

ED 374 783 IR 016 827

Eastmond, Nick; And Others
Konichi Wa: Japanese Videodisc Evaluation Report.
PUB DATE- Jun 94
NOTE- 98p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Computer Assisted Instruction; *Cultural Education; Elementary Education; Evaluation Methods; Formative Evaluation; Higher Education; Instructional Innovation; *Instructional Material Evaluation; *Japanese; *Multimedia Instruction; Questionnaires; *Second Language Instruction; Videodisks

DESCRIPTORS- Access to Information; Classroom Design; *Community Colleges; *Computer Assisted Instruction; Curriculum Development; Distance Education; Educational Change; *Educational Technology; Educational Trends; Foreign Countries; Futures (of Society); *Information Literacy; *Learning Resources Centers; *Technological Advancement; Telecommunications; Trend Analysis; Two Year Colleges
IDENTIFIERS- Ontario

The Learning Resource Centres (LRCs) of Ontario (Canada) are in the midst of a technological metamorphosis unprecedented in their 25-year history. The LRCs are becoming centers for independent, self-paced, experiential learning, places in which students actively create, evaluate, experience, and interpret a world of information through technology. LRCs in Ontario are being influenced by national, provincial, and local trends. As they adopt a broader vision of the future, they plan for important roles in: (1) information literacy; (2) alternative learning; (3) software; (4) production; (5) instructional telecommunications; (6) distance education; (7) curriculum design and delivery; and (8) classroom design. Few of the Ontario LRCs are structurally, financially, or technologically prepared for their new and expanded roles. A transformed role for the LRCs implies significant change in alternative learning, information literacy, leadership, access, standards, staff training, and funding. (Contains 44 references.) (SLD)

ED 374 802 IR 055 123

Conway, Paul; Weaver, Shari
The Setup Phase of Project Open Book: A Report to the Commission on Preservation and Access on the Status of an Effort To Convert Microfilm to Digital Imagery.
PUB DATE- Jun 94
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Information; Administration; College Libraries; Databases; Higher Education; *Indexing; *Information Storage; Library Materials; Microfilm; Models; *Preservation; *Production Techniques; Program Implementation
IDENTIFIERS- *Digital Imagery; *Library Materials Conservation; Yale University CT

Digital image quality, indexing structures, and production workflow were the three central issues examined during the second phase--the set-up phase--of Project Open Book, a major effort by Yale University Library to explore the usefulness of digital technologies for preserving and improving access to deteriorating documents. This report outlines the incremental progress made during the set-up phase and describes the results of Yale's investigation into the administrative requirements for high-volume production conversion. In 1993, Yale set up and evaluated components of an in-house production-conversion facility, converted and indexed 100 volumes in a test run, and prepared for the conversion from preservation microfilm of the next 3,000 volumes of a projected 10,000-volume digital library. A production workflow plan was developed that stressed the importance of working with vendors, training staff, and broad administrative support. The set-up phase focused intensely on process quality, efficient ways to use existing database technology, and specific steps in the conversion process. The production-conversion phase will define requirements for conversion and validate the conversion model.

Communication (Thought Transfer); Delivery Systems; *Faculty; Higher Education; *Library Services; *Reference Services; *Selective Dissemination of Information
IDENTIFIERS- New Mexico State University

This paper describes the evaluation of a current awareness or selective dissemination of information (SDI) service at New Mexico State University. To provide expanded library services to faculty, a current awareness service was offered to 18 science departments in 1991. A profile for each researcher enrolled was entered into a program and was run against "Current Contents" diskettes weekly. Each week relevant citations were delivered to the faculty member who could then request the articles to be delivered. After 18 months of the service, a questionnaire was mailed to the faculty using the service. The purpose of this evaluation was to determine the level of satisfaction and to develop a method for deciding which profiles needed updating. There were 71 responses out of 98 profiles, for a response rate of 72%. It was concluded from the findings that the users were satisfied with the service; the majority of citations received were considered relevant; 35% of the users needed revision of their profiles; and few faculty members took advantage of the document delivery service. The survey instrument is included. (JLB)

ED 374 821 IR 055 224

Smith, Ruth S.
Setting Up a Library: How To Begin or Being Again. CSLA Guide No. 1. Second Revised Edition.
PUB DATE- 94
NOTE- 24p.; For the first edition, see ED 316 251. This edition is expanded and enlarged to incorporate material from "Running a Library: Managing the Congregation's Library with Care, Confidence, and Common Sense," (Seabury, 1982) now out of print.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Guidelines; Library Administration; Library Associations; Library Collection Development; *Library Development; *Library Planning; Library Services; Mission Statements; Outreach Programs; *Special Libraries
IDENTIFIERS- Church and Synagogue Library Association PA; *Church Libraries; *Synagogue Libraries

Designed as a simple how-to guide, this revised handbook presents guidelines for setting up a church or synagogue library or revitalizing an existing one. The first section, "Begin with a Purpose," advocates preparing a statement of purpose. The second step, "Be Prepared," discusses the importance of the planning process. Section 3, "Obtain Approval," suggests ways to make sure the congregation approves of the library and supports it. The fourth, "Organize a Library Committee," provides the procedures to establish a library committee. "Staff the Library" examines how to find people to manage the library, acquire and maintain its collection, and to operate its services. Step 6, "Survey Your Assets," suggests how to gather existing materials, sort and store them, and how to review the collection and user requirements. The seventh, "Establish Basic Policies," gives examples of library policies. Step 8, "Develop Action Plans," provides the steps of the planning process. The ninth section, "Carry Out the Plan," provides suggestions for implementing the plan. Step 10, benefits specialist position; (2) a secretarial pool feasibility study; (3) a process for dealing with on-the-job injuries; and (4) an employee award to recognize special efforts. In addition, an Academic Secretaries Roundtable was created to improve commonly shared work processes, which led to the formation of a Quality Council of secretaries and administrators charged with meeting the needs of constituents; improving work processes; fostering communication and understanding; and supporting other quality service initiatives. (The Board of Trustees policy on governance is appended.) (KP)

ED 374 839 JC 940 520

A Quality Improvement Customer Service Process and CSS Customer Service System . Burlington County College Employee Development Series, Volumes I & II.
PUB DATE- 94
NOTE- 80p.; For related documents, see JC 940 518-519.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Community Colleges; Computer Oriented Programs; *Guidelines; *Improvement Programs; *Interpersonal Competence; Listening Skills; *Management Information Systems; *Problem Solving; Racial Discrimination; Sexual Harassment; *Staff Development; Student Problems; Two Year Colleges; Workshops
IDENTIFIERS- Customer Relations; *Customer Services

Prepared for use by staff in development workshops at Burlington County College (BCC), in New Jersey, this handbook offers college-wide guidelines for improving the quality of service provided to internal and external customers, and reviews key elements of BCC's Customer Service System (CSS), a computerized method of recording and following-up on complaints. Following introductory materials, the purpose of the workshop theme, "Managing Customer Concerns," is described as supporting a professional service environment by increasing knowledge about college-wide procedures and examining a dynamic customer service process. Next, key terms in the process are defined, including "receiver," or the individual receiving a customer's inquiry; "owner area," or the place where individuals charged with providing information and assistance are located; and "owner," or the first administrator in line in the owner area. Receiver and owner tasks in a customer inquiry are then delineated and a process model is presented for dealing with customer inquiries or complaints. Next, a review is provided of guidelines and procedures related to in-person and telephone customer relations skills; issues related to student confidentiality; and such special cases as complaints related to racial and sexual harassment and assisting disabled students. Finally, issues concerning the use of the CSS are reviewed, including definitions of terms, the need for sensitivity in creating CSS records, access to the system, and system commands. A CSS records format is appended. (KP)

ED 374 840 JC 940 527

Wallace Community College, Selma: 1992-1993 Institutional Profile.
PUB DATE- 94
NOTE- 126p.
LANGUAGE- English

contain light type.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College English; Community Colleges; Grades (Scholastic); Predictive Validity; *Reading Tests; Scores; *Student Placement; *Test Use; Test Validity; Two Year Colleges; *Two Year College Students
IDENTIFIERS- Assessment and Placement Services; College of the Canyons CA

A study was conducted to determine how best to use APS Reading Test scores for making English placement recommendations for students at College of the Canyons (COC) in Santa Clarita, California. The primary method used to establish cut scores involves comparing success rates for contrasting groups over a range of scores. The contrasting groups are defined as successful students who earned grades of A, B, C and CR; and unsuccessful students earning grades of D, F, NC or withdrawal. The study population included 213 students from spring 1993, fall 1993 or spring 1994 enrolled in English 010 (N=15), English 034 (N=88), English 080 (N=70), or English 101 (N=40). The students were first-time college students that had taken the APS Reading Test just prior to enrolling in English. Scatter diagrams were prepared to illustrate the relationship between test scores and success in each target class. The scattergrams provide an initial basis for establishing trial cut scores to minimize placement errors. The findings of the study validated the use of the APS Reading Test to support placement decisions for students entering English 034, 080 and 101. Use of the test together with proposed placement rules could increase the rate of correct placement over the base rate by 9.1% for English 034, and 2.6% for English 101. (KP)

ED 374 858 JC 940 551

Monitoring the Disproportionate Impact of MDTP Tests on Special Populations.
PUB DATE- Oct 94
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Age Differences; Community Colleges; *Mathematics Tests; Minority Groups; *Remedial Mathematics; *Scores; *Student Characteristics; *Student Placement; *Test Bias; Test Validity; Two Year Colleges
IDENTIFIERS- College of the Canyons CA; *Mathematics Diagnostic Testing Project CA

A study was conducted at College of the Canyons (COC) in Santa Clarita, California, to provide preliminary data in monitoring for disproportional impact of placement into basic skills courses for various demographic groups. The study was designed to ascertain whether different levels of basic skills courses differ significantly for students in particular age, gender, ethnic or disability groups based on an assessment instrument, method, or procedure. The tested population was composed of 4,760 first-time students taking one of the four Mathematics Diagnostic Testing Project (MDTP) tests in each of the six semesters (fall 1991, spring 1992, fall 1992, spring 1993, fall 1993, and spring 1994). To compare recommended placements by race/ethnicity, the majority group of white students was compared to a minority group. The 80% rule was used to form a ratio between the percentage of students in each group who occupational programs; (11) liberal arts and sciences and general studies programs accounted for an additional 31% of all students. The bulk of the report consists of data broken down by full-/part-time status, general fund or extension, status, gender, ethnic group, age distribution, and program enrollments. Additional information on geographic distribution of funding, and associated degrees and certificates awarded is included. (KP)

ED 374 875 JC 940 572

Clagett, Craig A.; Kerr, Helen S.
Take Charge of Your Enrollment: Improving Enrollment Management through Policy Analysis.
PUB DATE- 25 Jul 94
NOTE- 18p.; Paper presented at the Annual Conference of the Society for College and University Planning (29th, San Francisco, CA, July 24-27, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Colleges; Continuing Education; *Enrollment Management; Minority Groups; *Policy Analysis; *School Holding Power; Student Financial Aid; *Student Recruitment; Two Year Colleges

As student bodies become more diverse and student needs multiply, institutions may find recruitment and retention increasingly challenging tasks. Effective enrollment management can introduce some stability and predictability into the planning context, with the promise of increased efficiency and effectiveness in meeting both student and institutional goals. Successful enrollment management depends on an information base that is comprehensive, targeted, and continuously updated, to inform enrollment management policies, and to monitor their effectiveness. Adopted in its entirety, this approach: (1) establishes a framework for studying student college interaction; (2) encourages development of enrollment targets, performance monitoring systems, and longitudinal tracking; (3) identifies areas of student behavior where institutional understanding is weak; (4) integrates research into enrollment management policy; and (5) promotes continuous improvement using the data, analysis, and policy (DAP) cycle. To illustrate the application of the DAP cycle, this paper describes three examples of enrollment management policy analysis and revisions. The first example, involving the use of institutional financial aid in a selective admissions environment, is a classic enrollment management problem at liberal arts colleges. The other examples illustrate the wide applicability of the framework focusing on minority student retention and continuing education recruitment at a large, open-admission community college. (KP)

ED 374 876 JC 940 573

Community College of Denver 1993-94 Accountability Report.
PUB DATE- Oct 94
NOTE- 55p.; Submitted to the Colorado State Board for Community Colleges and Occupational Education and the Colorado Commission for Higher Education.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

Kovalik, Susan; Olsen, Karen
ITI: The Model. Integrated Thematic Instruction. Third Edition.
PUB DATE- 94
NOTE- 374p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- *Classroom Techniques; Cognitive Style; *Curriculum Development; Curriculum Guides; Educational Change; Educational Strategies; Elementary Education; *Integrated Curriculum; Models; *Teaching Methods; *Thematic Approach
IDENTIFIERS- *Integrated Thematic Instruction

This book presents Integrated Thematic Instruction (ITI), a model for implementing a "brain-compatible" learning environment for students and teachers using a year-long theme to organize curriculum content and skills. The book's introduction identifies six "mismemes" (or mistaken ideas) that have hindered educational reform, and proposes seven "new memes" (or foundational premises) for education reform that are consistent with brain research and children's developmental characteristics. Also identified are eight brain-compatible implementation elements to create an environment that will enhance children's performance and provide the basis for successful learning experience. Chapter 1 then describes the three principles of the ITI model: that brain research must become the basis for decisions to improve education, that teaching is an art and science that must implement brain research in the classroom, and that curriculum development must occur at the classroom level based on the classroom teacher's understanding of the learners and community. Chapters 2 through 9 explain the eight brain-compatible implementation elements and how they can be applied to learning. The eight elements are: (1) absence of threat; (2) meaningful content; (3) choices; (4) adequate time; (5) enriched environment; (6) collaboration; (7) immediate feedback; and (8) mastery (application). Chapter 10 describes a brain-compatible curriculum, one that emphasizes pattern-seeking and program-building. Chapters 11 through 13 describe three steps in curriculum making: creating a year-long theme, determining the key concepts and skills to be mastered within year-long themes, and creating and using inquiries. Chapter 14 shows how the ITI model is not incompatible with teaching reading, writing, and mathematics skills. Finally, chapter 15 argues the need for personal transition if change is to be made. Five appendices present sample materials for building an ITI program. A glossary is included. Contains 35 references. (TM)

ED 374 895 PS 022 699

Florida First Start Program: Program Planning and Implementation Guide.
PUB DATE- 92
NOTE- 83p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Agency Cooperation; Eligibility; Home Visits; *Parent Education; *Parent Materials; *Parents as Teachers;

NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Early Childhood Education; *Educational Games; Eye Hand Coordination; Foreign Countries; Instructional Materials; Interpersonal Competence; Learning Activities; Mathematical Concepts; Motor Development; *Problem Solving; *Puzzles; Visual Discrimination; Visual Learning
IDENTIFIERS- Adult Child Relationship; Australia; *Jigsaw Puzzles; Special Needs Children

This booklet examines the educational value of jigsaw puzzles and gives practical suggestions on how to select and make them for use by children ages 1 through 8. It asserts that jigsaw puzzles provide children with the opportunity to develop problem-solving strategies, and discusses a theory of adult-child interaction that encourages the development of such strategies. In addition to problem solving, the booklet discusses how jigsaw puzzles help children to learn about various mathematical concepts and to develop eye-hand coordination, visual discrimination, and social skills. Practical suggestions are given on how to purchase jigsaw puzzles and how to organize the jigsaw puzzle area. A number of techniques for making puzzles are offered. Jigsaw puzzles for special needs children are also discussed briefly. (AS)

ED 374 915 PS 022 770

Forster, Simone
Les enfants de l'immigration a l'ecole (Immigrant Children at School).
PUB DATE- Sep 93
NOTE- 63p.
LANGUAGE- French
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; *Acculturation; *Cultural Pluralism; Federal Legislation; Foreign Countries; *Immigrants; Language Maintenance; Migration; *Multicultural Education; *Public Education; Refugees; Student School Relationship; Undocumented Immigrants
IDENTIFIERS- Language Minorities; Language Policy; *Switzerland

This booklet examines issues of multilingualism and cultural pluralism in French-speaking Switzerland, particularly as they relate to children of refugees and undocumented aliens. Chapter 1 focuses on past and current migratory waves, examining causes of Swiss emigration during the 19th century and more recent waves of immigration into Switzerland. Chapter 2 offers immigration figures, indicating that around 10,000 immigrant children arrive each year in Switzerland, representing approximately one-sixth of the country's school children. Chapter 3 provides an analysis for each French-speaking canton and for the structures used to integrate immigrant children into the classroom. The cantons either place the children immediately into age-appropriate classrooms of public schools or into separate reception classes. Chapter 4 examines the statutory obligations of the cantons to provide education for children of both undocumented immigrants and refugees. In chapter 5, intercultural training for teaching professionals is discussed. Chapter 6 describes the courses in students' native languages and cultures organized by the several countries of origin, tracing changes in objectives and pedagogies of these programs since the 1970s. Chapter 7 focuses on the role played caravans. On the other hand, most responses to the question, "Where is home for you?", referred to a particular town, rather than to "my caravan." Some blurring of the home/school distinction was also revealed, in that school work (rather than homework) was described as being completed both at the local schools and in the caravans. These varying responses indicate the wide range of experience and understandings that make up the particular form of itinerancy in which show people engage. Additionally, the lifestyle of show members cannot be stereotyped as nomadic, as their lives have definite frontiers and boundaries and some show people are very successful in material terms. This paper concludes that an attempt to characterize educational itinerancy as conforming rigidly to a single and simplistic conceptualization fails to gain credence. Instead, itinerancy emerges as a multilayered, contextualized, and negotiated phenomenon. (LP)

ED 374 933 RC 019 770

Danaher, P. A.; And Others
Lessons from the Carnival: The Implications for Australian Teacher Education of a Distance Education Program Designed for the Children of the Showmen's Guild of Australasia.
PUB DATE- Jun 93
NOTE- 25p.; Paper presented at the International Conference on Teacher Education (Tel Aviv, Israel, June 27-July 1, 1993). Printed on colored paper.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Childhood Attitudes; *Distance Education; Educational Needs; Elementary Secondary Education; Foreign Countries; Higher Education; *Itinerant Teachers; *Life Style; *Migrant Children; Migrant Education; Migrants; *Preservice Teacher Education; Program Evaluation; Rural Education; Social Networks
IDENTIFIERS- *Showmens Guild (Australasia)

This paper examines implications for teacher education derived from the evaluation of a distance education program for the Showmen's Guild of Australasia. The program was established in 1989 to meet the educational needs of Guild members who travel from town to town providing agricultural and equestrian shows. A review of the literature reveals that there are numerous difficulties faced by highly mobile students and by rural students and teachers. Interviews conducted with children, parents, home tutors, and itinerant teachers focused on their perceptions of their lives and their general views on education. Data from the interviews revealed the existence of extended and intensive social networks that sustain the itinerant lifestyle. Respondents evaluated the distance education program positively as meeting the educational needs of show children. Work and the work ethic played an important role in the development of children's distinctive identity, while sport and play were associated with local schools and socializing with local children. This study points out the importance of teacher graduates being acquainted with the increasing variety of educational experiences, implications of distance education for children, and benefits and limitations of distance education programs. (LP)

ED 374 934 RC 019 771

Wyer, Doug; And Others

activities and moods. Some analyses were replicated using NELS data. Hypotheses were that rural adolescents would be more likely than their nonrural counterparts to have future residential preferences that would be incompatible with their career aspirations, and that the resulting conflict would lead to uncertainty and negative affect regarding the future. Questionnaire data revealed a greater prevalence among rural than among nonrural adolescents of a potential conflict between the perceived importance of staying close to parents and relatives and moving away from their area. Those adolescents expressing this potential conflict were more likely to indicate feeling empty, angry, and pessimistic about their futures. Compared to urban and suburban students, rural adolescents (particularly rural males) expressed more hesitancy about pursuing further education, more anger about their futures, and more worry and lower motivation when doing activities related to their future goals. Contains data tables, figures, and 16 references. (Author/SV)

ED 374 950   RC 019 808

Rural Development: Patchwork of Federal Programs Needs To Be Reappraised. Report to Congressional Requesters.
PUB DATE- Jul 94
NOTE- 69p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Economic Development; Federal Aid; *Federal Programs; Government Role; Human Resources; Public Policy; Rural Areas; *Rural Development; *Rural Economics

This report identifies factors that influence a rural area's economic success or failure, and evaluates whether federal programs efficiently address rural economic problems. Data collection included a review of federal programs that provide funding to rural areas, and interviews with federal and state agency officials involved with rural development and with local officials in 31 rural counties in 13 states. The counties selected were samples of counties that performed better than, worse than, or consistent with the predictions of an economic model. Three factors that frequently inhibit economic growth are inherent rural characteristics--distance from metropolitan areas, reliance on a single industry, and sparse population. Other obstacles to rural development are inadequate infrastructure, poor business climate (lack of credit or tax incentives, and workers lacking in technical or basic skills), lack of local business expertise, financial drain of unfunded state and federal mandates, and lack of effective local leadership and planning. Between 1983 and 1992, approximately 689 federal programs related to economic development, human resources, agricultural/natural resources, and infrastructure channeled about $667 billion to rural areas. Of the 689 programs, 461 were human resource programs sponsored by such entities as the National Science Foundation, the U.S. Department of Education, and the National Endowment for the Humanities. The many complex and narrowly focused programs are generally difficult and costly to use because officials must grapple with a variety of rules and regulations. These numerous programs are an inefficient surrogate for a single federal policy for rural economic development. Moreover, the federal interagency group established to address these problems lacks the authority to make program changes. Appendices contain a list of counties visited, comments from federal departments, DESCRIPTORS- Beliefs; *Cognitive Style; High Schools; *High School Students; *Mathematics Achievement; Mathematics Education; *Metacognition; Models; *Problem Solving; *Sex Differences

Mathematical problem solving has been the focus of much concern. This study investigated the relationship of various cognitive factors, attributions, and gender to the solution of mathematics problems by 100 high school seniors. The independent variables examined in this study included: (1) mathematics knowledge as measured by a score on the mathematics section of the Preliminary Scholastic Aptitude Test (PSAT); (2) metacognitive regulation as measured by a score on the Assessment of Individual Mathematical Metacognition (AIMM); (3) beliefs, including attributions and generalized beliefs, as measured by scores on selected questions from the Inventory of Students' Mathematical Beliefs and Behavior (ISMBB); (4) metacognitive awareness as measured by a score on the Metacognitive Awareness Assessment (MAA); and (5) gender. No gender differences were found in any of the variables except in the high knowledge group: (1) high knowledge boys outperformed high knowledge girls on one problem, and (2) high knowledge girls were less likely to attribute their success in mathematics to effort than were high knowledge boys. Contains 53 references. (MKR)

ED 374 970 SE 054 923

Chaney, Bradford
Teachers' Academic Backgrounds and Student Outcomes in Science and Mathematics: NSF/NELS:88 Teacher Transcript Analysis.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Apr 94
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Records; Content Analysis; *Educational Background; Grade 8; Higher Education; Junior High Schools; *Junior High School Students; *Mathematics Achievement; Mathematics Instruction; *Mathematics Teachers; Preservice Teacher Education; Science Instruction; *Science Teachers; Teaching Methods
IDENTIFIERS- *Science Achievement

This study focused on teachers' academic preparation for teaching science and mathematics, as measured by the National Education Longitudinal Study of 1988 (NELS:88) which collected data for a nationally representative sample of 26,435 8th-grade students clustered within 1,052 schools. The relationship between teachers' academic preparation, their subsequent teaching methods, and student outcomes as measured by student scores on proficiency exams was examined. On average, student proficiency scores were best if their teachers had grade point averages above 3.0 in science or mathematics. Further, students in mathematics performed best if their teachers had taken advanced mathematics courses, while courses in mathematics pedagogy only provided an extra benefit if teachers had also taken advanced mathematics courses. Students in science showed small differences based on the number of science courses their teachers had taken, but no difference based on courses in science education. (MKR)

ED 374 971 SE 054 924

Sawada, Daiyo

Journey to the Heart of Nature. A Guided Exploration.
PUB DATE- 94
NOTE- 130p.; Illustrations may not copy adequately.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Activities; Animals; Camping; Conservation (Environment); Ecology; Elementary Secondary Education; Environmental Education; *Experiential Learning; Habitats; Interdisciplinary Approach; Observation; *Outdoor Education; Sensory Experience; *Story Reading; *Teaching Guides; Wildlife
IDENTIFIERS- *Nature Study

This book contains a guided exploration of a special place in nature. Although geared towards young adults (ages 12-17), the book may also be appropriate for older children (ages 9-11), and adults. During a series of five visits, short multi-ethnic stories with matching activities help the reader to discover the area's uniqueness and beauty by using their senses and careful observation. Five chapters have the following themes: (1) begining to explore a special place in nature; (2) ways to become familiar with animals and plants that live in the area; (3) receptivity to nature; (4) ways to preserve and care for the site and to share its special features with a friend; and (5) personal reflection during an evening/morning or overnight visit to the site. The book is written as if a young person is doing the activities alone, however the activities and stories can be used with groups. The final section of the book contains a leader's guide with a group activity for special situations, a group song, and 13 resources. (LZ)

ED 374 993 SE 055 053

Cornell, Joseph
Sharing the Joy of Nature. Nature Activities for All Ages. First Edition.
PUB DATE- 89
NOTE- 174p.; For "Sharing Nature with Children," see SE 055 054. Photographs may not copy clearly.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- *Activities; Ecology; *Educational Games; Elementary Secondary Education; Environmental Education; *Experiential Learning; *Outdoor Education; Story Reading; Teaching Guides; *Teaching Methods
IDENTIFIERS- *Nature Study

This book of nature activities for all ages is a sequel to "Sharing Nature with Children," and provides a fuller development of the Flow Learning system of nature awareness. Flow Learning is intended to help teachers, parents, or nature guides tune into a group's level of enthusiasm and lead them into energized, enjoyable appreciation of the natural world. Chapter I contains a short story that illustrates what can be accomplished with Flow Learning and nature activities. Chapter II outlines the four stages of Flow Learning and describes which kinds of activities work best at each stage. Chapter III contains 19 games and activities. Activity information includes: (1) concepts, attitudes, and qualities taught by the practical classroom applications. Approaches, strategies, and resources to stimulate achievement of sex equity in art education are given. Each section is followed by extensive notes and references. Appendixes include a list of 342 women artists, 131 women's art education publications; questions for consideration and additional reference and source materials. (MM)

ED 375 016   SO 023 994

An Evaluation of the Instructional Effects of the We the People... The Citizen and the Constitution Program using "With Liberty and Justice for All."
PUB DATE- Dec 93
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Citizenship Education; Constitutional History; Constitutional Law; High Schools; Justice; *Law Related Education; Social Studies
IDENTIFIERS- *Bill of Rights; *United States Constitution; *We the People Curriculum

Reinforcing earlier conclusions of the Educational Testing Service, this evaluation highlights the success of the "We the People" program using the "Justice for All" textbook produced by the Center for Civic Education (CCE), the program involves students in a rigorous study of the Constitution and Bill of Rights and supports their participation in congressional district, state, and national competitions. Intended to supplement government and U.S. history courses, the program strives to develop a better understanding of and a reasoned commitment to democratic principles. At the request of the CCE, the Social Studies Development Center (SSDC) of Indiana University studied whether high school students participating in the "We the People..." program demonstrated more knowledge of the history and principles of the Bill of Rights than students enrolled in high school civics and government classes using traditional textbooks. Through the use of a multiple-choice test on the subject area, the SSDC sampled 10 classes participating in the program and 14 classes not in the program, with the classes in each group distributed across 12 states. Developed by the CCE, the test content was based on recommendations from scholars in political science, U.S. history, and constitutional law. The study revealed that students who participated in the program scored significantly higher on the test than similar students enrolled in government or civics classes using traditional textbooks. (JD)

ED 375 017   SO 023 995

Massaro, Toni Marie
Constitutional Literacy. A Core Curriculum for a Multicultural Nation.
PUB DATE- 93
NOTE- 204p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Citizenship Education; Constitutional Law; *Core Curriculum; Curriculum Development; Elementary Secondary Education; *Law Related Education; *Multicultural Education;

NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Art Education; *Art Teachers; Discipline Based Art Education; *Educational History; Elementary Secondary Education; Multicultural Education; *Politics of Education; Teacher Education

This monograph presents the views acquired over an art educator's 40 years of teaching. Divided into four sections, the book's first section is a basic introduction to the purpose and intentions in writing the book. The second is on philosophical bases and derivative principles. This section contains four parts: (1) democratizing the range of aesthetic objects; (2) eliminating developmental purposes; (3) aesthetics as the curriculum; and (4) contextualism in aesthetic response. The third section consists of a summary of the history of art education in the United States from the late 1940s through the development of discipline based art education (DBAE) in the 1980s. The fourth section is called "Randomly Organized Opinions" and contains opinions on eight different aspects of art education: (1) the apotheosis of art education; (2) politics and art education; (3) art teacher education; (4) multicultural art education; (5) outsiders in art education; (6) newer media; (7) repeat performance; and (8) coda. Contains 20 references. (DK)

ED 375 037 SO 024 292

Educating Girls and Women: A Moral Imperative.
PUB DATE- Jan 92
NOTE- 38p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; Elementary Secondary Education; *Equal Education; *Females; Foreign Countries; Single Sex Schools; *Womens Education
IDENTIFIERS- Bangladesh; Gender Gap; Kenya; Mali; Nepal; Pakistan; Senegal

This booklet focuses on educating girls and women. The main issues include gender gap and its persistence in education. The reasons for this persistence include poverty, distance of schools, non-availability of gender segregated schools, absence of female teachers, inflexible school timing, and irrelevant and gender-insensitive curriculum. It is not sufficiently recognized that educating girls is one of the wisest investments for a society as it tends to lower population growth to improve education, health and nutritional status of the entire family besides opening up opportunities for supplemental income. Many national action programs already exist which are extending education to girls and women in a cost-effective manner. Some common features among these programs include local recruitment and training, flexible timing, affordability, presence of female teachers, clear targeting of girls, multiple delivery systems, combining learning with income-earning opportunities, and mobilization of community participation. The booklet also includes successful examples of action programs such as BRAC schools in Bangladesh; Mosque schools in Bangladesh, Kenva, Mali, and Pakistan; the Tostan project in Senegal; Cheli Beti in Nepal; the mobile treatment of boys and girls, and are working to change the general population's views of sex discrimination. Only with a lessening of the existing disparity will Algerian women be able to be fully incorporated into "all aspects of life." (NK)

ED 375 056 SO 024 510

Overview of A.I.D. Basic Education Programs in Sub-Saharan Africa.
PUB DATE- Jan 93
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; *Educational Quality; Efficiency; Elementary Secondary Education; *Equal Education; Finance Reform; Foreign Countries; Statistical Data
IDENTIFIERS- Africa; Basic Education; Benin; Botswana; Ghana; Guinea; Lesotho; Malawi; Mali; Namibia; South Africa; Swaziland; Uganda

Since 1989, the United States Agency for International Development (AID) Africa bureau has operated under an Agency-wide Congressional Basic Education earmark, which specifically required the creation of five new basic education programs in sub-Saharan Africa between 1989 and 1991. The Bureau exceeded that goal by initiating primary education programs in Mali in 1989, in Guinea and Ghana in 1990, in Benin, Malawi, and Namibia in 1991, and in Uganda in 1992. These programs join ongoing assistance efforts in Botswana, Lesotho, South Africa, and Swaziland. Most of these programs, especially the more recent ones, exhibit substantial policy content and careful coordination with other donors. Each aims to help African countries increase the efficiency, equity, and quality of primary education. However, the tremendous variety that exists across the continent requires different approaches to educational reform. This report illustrates both the strategic consistency running through all of the Africa Bureau's educational programs and the variations that address country-specific problems and goals. The report has two main sections: (1) a brief general description of the problems facing African education and data illustrating these problems; (2) 11 country-specific descriptions of A.I.D.'s bilateral educational programs which either ended in or continued beyond 1992. (CDIE)

ED 375 057 SO 024 535

Alvez, Aggie
National Training and Dissemination Program: LRE Public Relations Manual.
SPONS. AGENCY- Center for Civic Education, Calabasas, CA.; Constitutional Rights Foundation, Chicago, IL.; Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.; Phi Alpha Delta Law Fraternity International, Washington, DC.
PUB DATE- 94
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Citizenship Education; *Law Related Education; *Public Relations; Secondary Education; Social Studies

equity for all students; (2) providing adequate instructional time for history; and (3) accommodating variability in state and local curriculum plans. Chapter 2 provides an overview of standards in historical thinking, discussing chronological thinking, historical comprehension, historical analysis and interpretation, historical research capabilities, and historical issues analysis and decision making. Chapter 3 is an overview of U.S. history standards integrating historical thinking and historical understanding. The chapter defines 10 eras in U.S. history: (1) three worlds meet, beginnings to 1620; (2) colonization and settlement, 1585-1763; (3) revolution and the new nation, 1754-1820s; (4) expansion and reform, 1801-1861; (5) Civil War and reconstruction, 1850-77; (6) development of the industrial United States, 1870-1900; (7) emergence of modern America, 1890-1930; (8) Great Depression and World War II, 1929-45; (9) postwar United States, 1945-early 1970s; and (10) contemporary, 1968-present. Chapter 4 lists teaching resources for U.S. history. An appendix contains organizational information. (DK)

ED 375 077 SO 024 597

Crabtree, Charlotte; Nash, Gary B.
National Standards for World History: Exploring Paths to the Present. Grades 5-12, Expanded Edition. Including Examples of Student Achievement.
SPONS. AGENCY- Department of Education, Washington, DC.; National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 94
NOTE- 326p.; For related documents, see SO 024 595-96.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Cultural Awareness; Decision Making; *History Instruction; Intermediate Grades; Secondary Education; Social Studies; *World History
IDENTIFIERS- *Historical Interpretation; *National History Standards

Developed through a broad based national consensus building process, the National History Standards project has involved working toward agreement both on the larger purposes of history in the school curriculum and on the more specific history understandings and thinking processes that all students should have equal opportunity to acquire over 12 years of precollegiate education. Divided into four chapters, this document presents the national standards for world history, for grades 5-12. Chapter 1 discusses the significance of history for the educated citizen, and offers definitions of the standards and criteria for their development. The process of developing the standards in world history is described. Three policy issues are identified: (1) ensuring equity for all students; (2) providing adequate instructional time for history; and (3) accommodating variability in state and local curriculum plans. Chapter 2 outlines the development of the standards in historical thinking, and addresses chronological thinking, historical comprehension, historical analysis and interpretation, historical research capabilities, and historical issues analysis and decision making with examples for different grade levels. Chapter 3 gives an overview of standards in historical understandings and describes groups, school coordinators perceived the closest match between ideal and actual characteristics of university supervisors. (JDD)

ED 375 094 SP 035 460

Lang, Catherine
Self-Perceptions of Preparedness for Teaching of Teacher Education Graduates.
PUB DATE- Jul 94
NOTE- 11p.; Paper presented at the Annual Conference of the Australian Teacher Education Association (24th, Brisbane, Queensland, Australia, July 3-6, 1994).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Beginning Teachers; *Educational Planning; Education Majors; Elementary Education; Foreign Countries; Higher Education; *Preservice Teacher Education; Program Effectiveness; *Self Concept; *Self Evaluation (Individuals); *Teacher Attitudes; Teacher Education Programs
IDENTIFIERS- New Zealand; University of Waikato (New Zealand)

This study, currently in progress, explores the perceptions of 75 near graduate primary teacher education students at the University of Waikato in Hamilton, New Zealand, about their preparedness to teach. It investigates the students' views about the areas of teaching for which they feel the 3-year program of teacher education at the School of Education, University of Waikato, has prepared them well and the areas in which they feel the program could have prepared them better. The study also identifies the things which students wish to know more about before they start with their first class of children, and the things they anticipate may cause them problems as a first-year teacher. The survey will be followed by interviews with 20 subjects concerning their perceptions of teaching after 6 months of teaching experience; 4 interviews are reported here. Initial survey data revealed that respondents felt the best prepared in setting up classroom reading-language programs, understanding the importance of planning, practical classroom teaching experience, and understanding the importance of assessment. They did not feel well prepared to manage children's behavior, to conduct long-term planning, and to teach mathematics. Interview data indicated that planning for a whole class across the range of curriculum subjects had been difficult, but that models provided by their tutor teachers had been helpful. Beginning teachers found it hard to articulate their planning process. Their planning is based on identified learning needs, New Zealand curriculum documents, constructivist views, research evidence, and transference of planning knowledge from one curriculum area to another. (JDD)

ED 375 095 SP 035 461

Lange, John D.; Burroughs-Lange, Sue G.
Intensifying the Professional Learning of Student Teachers: A Collaborative Process.
PUB DATE- Jul 94
NOTE- 21p.; Paper presented at the Annual Conference of the Australian Teacher Education Association (24th, Brisbane, Queensland, Australia, July 3-6, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

outcome of the study, as teachers were researchers in the project and "owned" the changes that took place and because the study provided professional development opportunities. (JDD)

ED 375 112 SP 035 489

Yates, Russell
Our Graduates Have Gone--What Place Now for the School of Education?
PUB DATE- Jul 94
NOTE- 9p.; Paper presented at the Annual Conference of the Australian Teacher Education Association (24th, Brisbane, Queensland, Australia, July 3-6, 1994).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Beginning Teacher Induction; *College School Cooperation; Elementary Secondary Education; Foreign Countries; Higher Education; Inservice Teacher Education; *Partnerships in Education; Program Development; *School Role; *Schools of Education; Teacher Certification
IDENTIFIERS- *University of Waikato (New Zealand)

In 1989, New Zealand abolished the inspectorate that evaluated beginning teachers and made recommendations for certification. Schools were made responsible for the process of induction and recommendation of teachers for registration as certified teachers. The School of Education of New Zealand's University of Waikato developed a partnership with area schools to help them implement this new task. Schools identified three areas of need for the School of Education: support for beginning teachers by enabling them to meet together and share their ideas, needs, and information; support for tutor teachers; and support for the principal and school through visits and assistance in providing another perspective where required. Programs have been developed for beginning teachers focusing on classroom management and organization, planning, behavior management of disruptive children, and subject content. Programs for tutor teachers have made them aware of their legal obligations in respect to the process of registration and have assisted them in developing advisory and guidance skills for their role. The School of Education has arranged visits to principals, tutors, and beginning teachers, with no official or evaluative role. The program is felt to be a positive step to ensure that the links between pre-service and in-service teacher development are established and maintained. (JDD)

ED 375 113 SP 035 490

Health Services, Student Services Department Program Evaluation.
PUB DATE- Apr 94
NOTE- 41p.; For the 1990-91 evaluation, see ED 335 308.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Community Health Services; Elementary Secondary Education; Futures (of Society); *Health Education; *Health Programs; *Health Promotion; Integrated Curriculum; Nurse Practitioners; *Program Evaluation; Safety Education; *School Health Services; School Nurses
IDENTIFIERS- Comprehensive School Health Programs; *Des Moines Public Schools IA

Utilizing the professional expertise of school nurses, the Des Moines (Iowa) Public School system is committed to providing

ED 375 131 SP 035 527

Honig, Benson
Educational Reform and Teacher Education in Ethiopia: Does the Tail Wag the Dog?
PUB DATE- Apr 94
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Change Strategies; Curriculum Development; Elementary Secondary Education; English (Second Language); *Ethnic Groups; Foreign Countries; *Language of Instruction; Language Planning; Local Norms; Political Socialization; *Politics of Education; Preservice Teacher Education; Regional Dialects; Second Language Instruction; *Teacher Education Curriculum
IDENTIFIERS- *Ethiopia; *Reform Efforts

Ethiopia, a country with 82 distinctly different languages and ethnic groups, has recently emerged from decades of civil war. In the process of restoring civilian rule, alliances have formed between a wide spectrum of local interest groups. Education generally, and language policy more specifically, continues to be one of the most contentious elements of the Ethiopian social and political scene. After enduring centuries of rule by Amharic speaking "Northerners," new regional authorities have elected to purge the Amharic language from the teaching curriculum, in favor of local languages for the primary years and English in the secondary schools. These reforms entail the translation and publication of massive quantities of textbooks, the redeployment of former staff and teaching resources, and the development of new regional and local educational authorities. This paper surveys data from an ongoing field research project, which included an examination of the Ethiopian Teachers' Training Institute. The school was located in Bale, where the Orominya language was adopted into the curriculum. This analysis explores the strength and appropriateness of the curriculum, identifies sources of both failure and innovation, and highlights many of the difficulties inherent in the imposition of major educational reform under severe resource constraints. (Author/LL)

ED 375 132 SP 035 529

Jonas, James E.
The Effect of Experience upon Teacher Adaptability among Preservice Teachers.
PUB DATE- 94
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Behavior Development; Elementary Education; Higher Education; *Program Effectiveness; Student Teacher Evaluation; *Student Teaching; *Teacher Education Programs; *Teaching Experience
IDENTIFIERS- Adaptability Index (Hunt); *Adaptive Instructional Methods; *Preservice Teachers

The purpose of this paper was to examine the effect of a teaching associateship experience in terms of teacher adaptability. Four

Hands-On English, A Periodical for Teachers and Tutors of Adult English as a Second Language, 1991-1994.
PUB DATE- 94
NOTE- 243p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adult Education; Body Language; Book Reviews; *Class Activities; Classroom Communication; *Classroom Techniques; Conversational Language Courses; Cultural Awareness; Daily Living Skills; Educational Strategies; *English (Second Language); Folk Culture; Games; Grammar; Grants; *Instructional Materials; Interpersonal Communication; Language Role; *Literacy Education; Multilevel Classes (Second Language Instruction); Puzzles; Reading Instruction; Recordkeeping; Student Records; Testing; Volunteers; Writing Instruction

These 18 issues of a newsletter designed for teachers and tutors of adult English as a Second Language, represent three volumes spanning the three-year period May/June 1991 through March/April 1994. Each issue contains brief articles, editorials, and materials reviews on classroom instruction, professional trends, and special projects. Typical content includes ideas for group work, notes on tools and techniques for instruction, grammar activities, cultural activities, reading activities, writing exercises, critiques of new books, texts, and instructional materials, discussions of classroom management and language-related issues, crossword puzzles and games, letters from readers, and classified ads and professional news. A combined index for the three volumes is included. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 374 687 FL 800 773

U.S.A./Mexico Adult Literacy Project: Educacion sin Fronteras/Education without Borders. Final Report, January 1, 1993 - September 30, 1993.
SPONS. AGENCY- California State Dept. of Education, Sacramento. Youth, Adult and Alternative Educational Services Div.
PUB DATE- Nov 93
NOTE- 362p.
LANGUAGE- English; Spanish
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Civil Liberties; Curriculum Development; Foreign Countries; *Immigrants; International Programs; Letters (Correspondence); *Literacy Education; *Native Language Instruction; Program Development; *Spanish Speaking; Volunteers; Volunteer Training
IDENTIFIERS- *Mexico; United States

A cooperative literacy education program involving Mexico and the United States' border states is documented. The project has three objectives: to (1) implement the Mexican literacy agency's approach to promoting literacy among native Spanish speakers; (2) coordinate U.S./Mexico literacy task force activities; and (3) develop an immigrants' rights curriculum. This final report consists of an outline of the three objectives, sub-objectives, and measures of achievement of them, and supporting documentation in the form of eight exhibits. The exhibits include: the agenda for the 2-day meeting on selection, training, and support of literacy volunteers; a directory of literacy project pilot sites and contact persons; the agenda for a review of immigrant issues

1994). Figure and tables contain small type.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Achievement Need; College Faculty; *College Students; Foreign Countries; Higher Education; Individual Differences; *Learning Motivation; Learning Strategies; Student Attitudes; *Student Characteristics; Student Evaluation of Teacher Performance; Student Motivation; *Teacher Effectiveness; Teaching Methods
IDENTIFIERS- University of Manitoba (Canada)

This study examined the effects of individual differences, attitudes, past performances, and teaching behaviors on 286 undergraduate college students' achievement, attribution, affective, and motivational outcomes. The study was conducted at the University of Manitoba using a theoretical model based on Weiner's theory of achievement motivation. The students, all in a introductory psychology course, completed a questionnaire which covered: gender, anger-proneness, text anxiety, locus of control, high school grade point average, and last introductory psychology test score. Students then saw one of four video tapes on effective instruction where presentations maintained a high lecture content density while expressiveness, organization, and clarity were varied and manipulated. Students then completed a teaching behavior inventory to assess the lecture's presentation for expressiveness, organization, and clarity. Students also took an achievement test to assess retention and conceptual understanding of the lecture. Structural equation modeling was used to examine the relationships among variables. Results indicated that student differences and teaching behaviors differentially influenced student learning and learning related outcomes depending on where these latter variables were included in the model. Both clarity and expressiveness were directly related to students' perceptions of amount learned, whereas organization was directly related to actual achievement outcomes. Student perceptions of success also significantly affected student learning experiences. One figure and five tables of data are appended. (Contains 18 references.) (Author/JB)

ED 374 706 HE 027 712

Ross, Linda W.
Strategic Planning as an Educational Enterprise: Modeling Entrepreneurship in the Comprehensive Public College.
PUB DATE- Apr 94
NOTE- 17p.; Paper presented at the Annual M[illegible]ting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Strategies; *Entrepreneurship; Higher Education; Institutional Mission; Long Range Planning; Planning Commissions; Policy Formation; Program Termination; *Public Colleges; Reduction in Force; Retrenchment; State Colleges; *Strategic Planning
IDENTIFIERS- Enterprise; *Rowan College NJ

Rowan College of New Jersey has adopted an "enterprise model" for strategic planning that is seen as central to attaining the traditional Islamic curriculum. Since the Iranian Revolution of 1978-79, the government has tried to cleanse universities of their Western values and curriculum, and unite the university- and madrasah-systems. Other recent trends in the administration of higher education in Iran are also discussed. Contains 29 references. (MDM)

ED 374 725 HE 027 731

Powers, Patrick James
Toffler's Powershift: Creating New Knowledge Bases in Higher Education.
PUB DATE- 13 May 92
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cognitive Structures; *College Role; *Educational Change; Educational Trends; *Higher Education; Information Literacy; *Information Management; *Information Science; Intellectual Disciplines; Social Change
IDENTIFIERS- *Knowledge Bases; Toffler (Alvin)

This paper examines the creation of new knowledge bases in higher education in light of the ideas of Alvin Toffler, whose trilogy "Future Shock" (1970), "The Third Wave" (1980), and "Powershift" (1990) focus on the processes, directions, and control of change, respectively. It discusses the increasingly important role that knowledge bases, the body of knowledge and structure of a discipline, play in higher education. The increasingly rapid change that such knowledge bases are undergoing in light of the technological and information revolutions brought about by computers are also reviewed. The ultimate effect of a knowledge base is seen as increased legitimacy for higher education as well as reaffirmation of higher education's control, authority, and influence over specific disciplines while responding to the new power brokers of knowledge and requests for accountability in a rapidly changing world. (MDM)

ED 374 726 HE 027 732

Barbett, Samuel; Korb, Roslyn A.
Current Funds Revenues and Expenditures of Institutions of Higher Education: Fiscal Years 1984 through 1992. E.D. TABS.
PUB DATE- Aug 94
NOTE- 46p.; For FY83-FY91 data, see ED 357 668.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Educational Finance; *Expenditures; *Higher Education; *Income; Longitudinal Studies; National Surveys; Nonprofit Organizations; Private Colleges; State Colleges; Statistical Data; Tables (Data); Two Year Colleges
IDENTIFIERS- Consumer Price Index; *Higher Education General Information Survey; *Integrated Postsecondary Education Data System

This report presents 22 tables of revenue and expenditure data on the nation's accredited institutions of higher education over the 9-year period from fiscal year 1984 through fiscal year 1992. Data are from the Integrated Postsecondary Education Data System (IPEDS) "Finance" surveys from fiscal year 1987 (FY 87)

(055),Books (010)
DESCRIPTORS- Compliance (Legal); *Court Litigation; *Dismissal (Personnel); Due Process; *Higher Education; Legal Problems; *Legal Responsibility; *Teacher Dismissal; Tenure

This monograph presents a succinct overview of the legal parameters regarding nonretention and dismissal for cause of employees of higher education institutions. The monograph is written in everyday language for the lay reader and presents a concise review of case law on the subject. An introductory chapter discusses judicial review, the employment relationship, tenure status, term contracts, at-will status, academic freedom, public/private distinctions, and overbreadth or vagueness in adequate cause standards. A chapter on adequate cause for dismissal addresses incompetency, neglect of duty, insubordination, and immoral or unethical conduct. Legal challenges to adequate cause are also discussed, covering basic admonitions; denial of due process; denial of free speech, association, or academic freedom; discrimination; and breach of contract. An appendix lists monographs and periodicals providing legal information in secondary and higher education. (Individual chapters contain references.) (JDD)

ED 374 744 HE 027 750

How Floridians Pay for College. Report and Recommendations of the Florida Postsecondary Education Planning Commission. Prepared in Response to Specific Appropriation 417B of the 1993 General Appropriations Act, Chapter 93-184, Laws of Florida. 1993-Report 4.
PUB DATE- Jun 94
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; *Educational Policy; Family Income; Higher Education; Money Management; Need Analysis (Student Financial Aid); *Parent Financial Contribution; *Paying for College; State Programs; *Student Costs; *Student Financial Aid; Undergraduate Study
IDENTIFIERS- *Florida

This study examines the financial characteristics of students attending Florida's colleges and universities and how they pay for their education, based on a survey of more than 8,500 resident families with students enrolled in Florida colleges or universities during 1992-93. The study addresses the cost of Florida higher education, family income and financial aid status, savings behavior, family contributions, gift aid, and planned future support. The report identifies conclusions, policy questions, and recommendations for consideration by state policy makers. The study found that: in 1993-94, Florida ranks 44th nationally in tuition and fees charged to undergraduate residents at public institutions; that access to postsecondary learning is at jeopardy for low income Floridians; and the State's commitment to need-based aid has not kept pace with increases in eligible applicants; and that almost 70 percent of Florida families are not saving for college. Recommendations focus on increasing need-based aid, increasing tuition charges at public colleges to at least the national average, expanding Florida Resident Access Grants and academic program contracting, attending to income and ethnic characteristics of recipients of merit-based aid, making the financial aid process more user friendly, encouraging increased commitment to family savings, and holding debt burdens to acceptable and financially viable levels. Appendixes provide a

This pamphlet discusses how colleges and universities can protect themselves and their employees from liability for copyright infringement. The pamphlet outlines types of works that are copyrightable and notes that certain infringements of copyrights are excused under the doctrine of "fair use." The four factors in determining fair use are discussed, including purpose and character of the use, nature of the copyrighted work, amount and substantiality of the portion used, and effect of use upon the potential market for or value of the copyrighted work. The pamphlet examines the role of the "Agreement on Guidelines for Classroom Copying in Not-for-Profit Educational Institutions with Respect to Books and Periodicals," which was developed by educational institutions, authors, and publishers. The application of copyright law to particular academic circumstances is then explored, including libraries, online databases and optical videodisks, performances, music, audiovisual works, commercial software, ad hoc anthology, and use of factual information. The pamphlet notes how to obtain copyright permission for published works and penalties for copyright infringement. Appendixes provide texts of the "Agreement on Guidelines" noted above, "Guidelines for Educational Uses of Music," and "Guidelines for Off-Air Recording of Broadcast Programming for Educational Purposes." The pamphlet concludes with 47 references to court cases, Congressional reports, books, and articles. (JDD)

ED 374 763   HE 027 770

Flygare, Thomas J.
The Family and Medical Leave Act of 1993: Applications in Higher Education.
PUB DATE- Feb 94
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administrative Policy; Civil Rights Legislation; *Compliance (Legal); Eligibility; *Employee Absenteeism; Employment Practices; Federal Legislation; Federal Regulation; Higher Education; *Labor Legislation; *Leaves of Absence; Personnel Management; *Personnel Policy
IDENTIFIERS- Americans with Disabilities Act 1990; *Family and Medical Leave Act 1993

This pamphlet explores how universities must integrate the Family and Medical Leave Act of 1993 (FMLA) with existing institutional leave policies and how universities can harmonize the requirements of the FMLA with other federal mandates, particularly the Americans with Disabilities Act (ADA). First, basic FMLA concepts are discussed, including eligibility for FMLA leave, notice requirements, medical justification, intermittent leave, relationship of paid to unpaid leave, benefits before and after leave, reinstatement to employment, and enforcement procedures. Next, a series of hypothetical situations is analyzed to highlight practical problems in applying the FMLA to higher education. Finally, several special issues relating to implementation of the FMLA in higher education are raised, including unionized employees, academic year work schedules, "key employee" exceptions, substitutions of paid leave for unpaid FMLA leave, deductions from compensation of salaried employees for intermittent FMLA leave, and relationship of the FMLA and the ADA. (JDD)

IDENTIFIERS- *Multimedia Materials; Teacher Surveys; Utah State University

"Konichi-Wa" is designed to teach Japanese language and culture via a multimedia videodisc, a teacher's guide, and supplemental cultural materials. Its objectives are to provide a learning experience for children in grades K-6 with instruction from a regular classroom teacher who has little or no formal language instruction training in foreign languages. During the winter quarter of the 1993-94 school year, the Instructional Product Evaluation class from Utah State University was asked to participate in the evaluation of "Konichi Wa." The purpose of this study was to provide formative evaluation findings to be incorporated into producing the next language videodisc package, the Chinese-Korean videodisc. The evaluation procedure was divided into two approaches: to determine if the materials functioned as intended and to determine how effective the materials are when used in a classroom. The results of the evaluation are presented in the following categories: teaching materials; videodisc; cultural materials; and on-site visit. Findings showed that this approach to teaching foreign languages has received enthusiastic implementation and the videodisc works as intended. Included in the appendixes are the full evaluation reports from each component and the evaluation instruments. (JLB)

ED 374 784 IR 016 828

Bosch, Andrea
Computer-Assisted Instruction in Grenada: High-Tech Success and Sustainability against the Odds. LearnTech Case Study Series No. 3.
SPONS. AGENCY- Agency for International Development (IDCA), Washington, DC. Bureau for Research and Development.
PUB DATE- May 94
NOTE- 38p.; Photographs may not copy clearly.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Catholic Schools; *Computer Assisted Instruction; Computer Networks; *Developing Nations; Elementary Secondary Education; Foreign Countries; *Integrated Learning Systems; *Rural Schools
IDENTIFIERS- *Grenada

In 1986, an American computer company invited the government of Grenada to install and assess the viability of using computer assisted instruction (CAI) to improve school achievement. This case study reports on the results of this experiment. The Crochu Roman Catholic Primary School was chosen to receive the integrated learning system (ILS) that consisted of a file server, 32 student terminals, teacher guides, student workbooks, and the WICAT K-8 curriculum. This document begins with an overview of the project including information on the school, the ILS, cost and design considerations, and the people involved in the project. Next, early decisions which were vital to the success of the project are discussed. A description of the actual implementation of the ILS follows. Then, the evaluation design and results are examined. The overall impact of CAI on the learning of Crochu students was positive. Other benefits of the system reported were in the form of individual improvement; success in passing the Common Entrance Exam; and the impact of CAI on the community. Finally, the conclusions and implications of the study are presented. (Contains 16 references.) (JLB)

(Contains 11 references.) (SLD)

ED 374 803 IR 055 125

Joseph, Linda C.
World Link.
SPONS. AGENCY- Columbus Public Schools, Ohio.; Martha Holden Jennings Foundation, Cleveland, Ohio.
PUB DATE- 94
NOTE- 130p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Access to Information; *Computer Networks; Computer Uses in Education; Elementary School Teachers; Elementary Secondary Education; Glossaries; *Information Networks; Information Sources; *Inservice Teacher Education; Online Catalogs; Resource Materials; Secondary School Teachers; *Telecommunications; Training; *User Needs (Information)
IDENTIFIERS- AskERIC; *Internet

This training manual written for elementary and secondary school teachers in the Columbus, Ohio, Public Schools, explains how to use the Internet. An introduction explains how computers in different locations can be connected and provides a general description of telecommunications software. How to log in and how to use various Internet tools are described. Worksheets are included to help the reader learn and practice the approaches to the Internet. Specific Internet resources, including AskERIC, are described. Ideas for using the Internet in projects are summarized, and resources that provide pointers for lesson plans are reviewed. Local library catalogs in the Columbus area and local bulletin boards are also introduced. A guide to troubleshooting is included, along with a glossary and a bibliography of 15 sources. (SLD)

ED 374 804 IR 055 131

Melville, Annette
Resource Strategies in the 90s: Trends in ARL University Libraries. Occasional Paper 16.
PUB DATE- Mar 94
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; Administrators; Budgeting; Educational Finance; Foreign Countries; Higher Education; Income; *Library Administration; Library Development; *Library Funding; Library Services; Library Surveys; Questionnaires; *Research Libraries; *Resource Allocation; Retrenchment; *Shared Library Resources; Surveys; Tables (Data); Trend Analysis
IDENTIFIERS- Association of Research Libraries; Canada; United States

In 1992 the Association of Research Libraries (ARL) surveyed administrators in member libraries regarding resource strategies of the previous three years. This paper summarizes revenue activities, adaptive tactics, and budgetary practices reported by 87 Canadian, U.S. private, and U.S. public university libraries and establishes a baseline for comparing

"Provide for Continuity," recommends preparing annual reports and plans. The final section, "Stretch Your Horizons," examines outreach possibilities with the community, congregational libraries, and professional librarians. A planning worksheet is appended. (JLB)

ED 374 822 IR 055 225

Kusack, James M.
Evaluating Library Buildings: Principles and Procedures for Post-Occupancy Evaluation.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Mar 91
NOTE- 28p.; This study was funded through the Library Services and Construction Act (LSCA).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Evaluation; *Evaluation Methods; Facility Guidelines; Facility Improvement; Facility Planning; Library Development; *Library Facilities; *Library Planning

This manual provides the steps in planning a post-occupancy evaluation of library facilities to determine how effective the designed environment is for users. Evaluating a building provides a feedback loop to the planning process and can help fine tune the building or help others. The first actions of the planners are to clarify the purpose; gain support and endorsement; determine limitations or constraints; and determine level of efforts. They should also learn where to look and to identify objectives of the evaluation. When designing the evaluation, planners will have to decide where the information will come from and who should be involved in the process. The methodology of the evaluation needs to be chosen and the following methods are described: sampling and statistics; performance measures; questionnaires; interviews; focus groups; diaries; and unobtrusive measures. The manual addresses expert evaluations; sequence of access; staff productivity; hierarchy of use; machine requirements; and physical design considerations. Finally, the processes of conducting the study and reporting of the findings are examined. A planning outline is appended. (Contains 11 references.) (JLB)

ED 374 823 IR 055 226

Maddox, Toni M., Ed.
Technology for Restructuring Institute, June 20-25, 1993, Bloomington, Indiana. Report.
SPONS. AGENCY- Indiana State Dept. of Education, Indianapolis.
PUB DATE- Jun 93
NOTE- 68p.; This report was reprinted in "Indiana Media Journal" with permission from the Indiana University Center for Excellence in Education.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Cognitive Style; *Computer Uses in Education; Cooperative Learning; *Educational Assessment; *Educational Change; Elementary Secondary Education; Futures (of Society); *School Restructuring; *Student Role; Technological Advancement; *Thematic Approach

EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110)
DESCRIPTORS- Ancillary School Services; Budgets; College Faculty; College Planning; College School Cooperation; Community Colleges; Educational Facilities; *Educational Finance; Enrollment; *Enrollment Trends; *Institutional Characteristics; *Student Characteristics; Teacher Characteristics; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *Wallace Community College AL Selma

Focusing on data for 1992-93, this institutional profile provides information on students, faculty, staff, finance, facilities, and services at Wallace Community College Selma (WCCS), in Alabama. Following an introductory section providing a history of WCCS and reviewing the college's mission and goals, the report provides detailed student data and includes information on: credit hour production from 1987 to 1993; credit enrollment for 1988 to 1992; credit enrollment by race, sex, and county; credit enrollment characteristics; feeder high school enrollment; enrollment by program, 1989-93; awards conferred; student financial aid profiles; non-credit enrollment; companies served through business and industry instruction; and job placement statistics, 1988-93. The next section provides data on WCCS' Educational Talent Search Program, an effort involving nine target high schools to promote college attendance through student services. Next, a brief report on WCCS's experiences with Tech Prep is presented. The following section provides data on school personnel, including salaries, race, gender, employment status, and full- and part-time faculty characteristics. Following data on fall 1992 library resources, financial data are provided for 1988-1993, including expenditures by function and object, revenues by source, and foundation revenues. Next, data on physical plant assets and a results of a building inventory are presented. The report then provides information on the Alabama Community College system, including data on credit hour production, student headcount by race and sex, and personnel classified by salary schedule. Data tables; campus, service area, and system maps; and a report evaluation form are included. (KP)

ED 374 841 JC 940 530

Evans, John W.
Student Reactions to Class Cuts and Fee Increases: Results of a Student Opinion Survey. Research Report.
PUB DATE- Mar 93
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Access to Education; Community Colleges; *Economic Impact; Enrollment; *Enrollment Influences; *Fees; Financial Problems; Full Time Equivalency; School Surveys; *Student Attitudes; Student Financial Aid; *Student Reaction; Two Year Colleges; *Two Year College Students
IDENTIFIERS- San Joaquin Delta College CA

As part of an effort to stem an unexpected decline in full-time equivalent students (FTES), San Joaquin Delta College, in California, surveyed students to determine their reasons for taking fewer courses and assess their likely reaction to fee increases scheduled for spring 1993. In fall 1993, 2,329 surveys were distributed to students in morning and evening classes, resulting in 1,676 usable surveys. Survey findings would be placed according to the cut score. A figure of fewer than 80% of minority students placed indicates that the placement scheme should be reviewed for discriminatory practices or that a biased test is being employed. The study revealed that: (1) MDTP Algebra Readiness Test scores resulted in disproportionate placements of Latino, African American, Native American, and female students; (2) MDTP Elementary Algebra Test scores resulted in disproportionate placements of Latino, African American, and students age 30 to 49; (3) MDTP Intermediate Algebra Test scores resulted in disproportionate placements of Latino, African American, and Filipino students; (4) MDTP Precalculus Test scores resulted in disproportionate placements of Latino students; and (5) increases in cut scores being considered by the COC mathematics faculty would change but not eliminate the disproportionate placements. (KP)

ED 374 859 JC 940 552

Bullock, Thomas K.; And Others
Educational Plant Survey: Okaloosa-Walton Community College, April 19-20, 1994.
PUB DATE- Apr 94
NOTE- 66p.; Some figures may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- *Capital Outlay (for Fixed Assets); College Housing; *College Planning; Community Colleges; Construction Costs; Construction Needs; *Educational Facilities; Educational Facilities Design; *Educational Facilities Planning; Educational Finance; Enrollment; Enrollment Projections; Expenditure per Student; *Facility Inventory; Long Range Planning; School Space; School Surveys; Space Utilization; Tables (Data); Two Year Colleges
IDENTIFIERS- *Okaloosa Walton Community College FL

Pursuant to Florida educational legislation, this report presents findings of an educational plant survey conducted in April 1994 at Okaloosa-Walton Community College (OWCC). The report is designed to aid the formulation of plans for housing the educational program, student population, faculty, administrators, staff, and auxiliary and ancillary services of the college for the ensuing 5-year period. Sections 1, 2, and 3 provide background information on the plant survey team, procedural policies, and the cooperative process used in conducting plant surveys in the Florida community college system. Section 4 presents a historical overview of OWCC, including its major purposes, goals, and policies as they relate to the capital improvements program. Section 5 analyzes the student population and projected enrollment for the 5-year period, while section 6 highlights the program, service, and facility needs of OWCC. Section 7 provides an inventory of existing sites and facilities, including a table of existing satisfactory student stations and space used by faculty, and a discussion of instructional and auxiliary facilities. Section 8 provides a plan for housing programs, students, and services, while section 9 features an analysis of capital outlay finances, including revenue sources for capital outlay. The final section offers recommendations for specific construction, remodeling, and renovation plans, as well as data on site acquisition, development, and improvement needs and costs, totaling $14,668,904. (MAB)

ED 374 860 JC 940 553

(141),Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Standards; *Accountability; *College Outcomes Assessment; Community Colleges; Competency Based Education; Educational Objectives; Educational Testing; Evaluation Criteria; General Education; Minority Groups; *Organizational Change; Organizational Objectives; Outcomes of Education; *Program Effectiveness; Scores; Two Year Colleges

This report provides data on 1993-94 student outcomes, public relations, and changes in teaching, curricula, and learning at the Community College of Denver (CCD). Following a summary of CCD's success in meeting its accountability goals, section I reviews 1993-94 changes in teaching, curricula, and learning and section II notes plans to incorporate information on assessment expectations in the college catalog. Section III presents charts comparing minority and non-minority student retention and completion rates, and Educational Testing Service Academic Profile scores by race/ethnicity. Section IV provides data on CCD's goals and students' scores and success rates in general education skills and knowledge, discipline-specific skills and knowledge, and basic skills. In addition, information is provided on student retention and completion; student, graduate, alumni, and employer satisfaction with CCD; and after graduation performance. Section V reports the accreditation team's positive assessment of CCD faculty's involvement in the assessment process. Appendixes include the 1994 CCD President's Annual Report; a brief history of accountability at CCD; a list of significant changes at CCD as a result of accountability efforts; and further data on skills and knowledge; retention, completion, and persistence; and student and alumni satisfaction. (KP)

ED 374 877 JC 940 580

Report of the Certification Study Committee.
PUB DATE- Oct 94
NOTE- 99p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Attitudes; *Board of Education Policy; *College Faculty; Community Colleges; *Economic Impact; Educational Practices; National Norms; National Surveys; *Program Termination; State Programs; State Surveys; Statewide Planning; Teacher Attitudes; *Teacher Certification; Two Year Colleges
IDENTIFIERS- *Arizona

Prepared in response to a legislative recommendation that the certification of community college faculty by the State Board of Community Colleges be discontinued, this report provides results from constituent surveys, recommendations, and background materials. First, background information is provided on the review, indicating that there are presently six types of teacher certificates authorized by the Board and that the study team determined that there were three alternatives for assuring teaching faculty qualifications: retain teacher certification with or without legislative modifications, replace certification with statewide minimum standards administered by the districts, or replace the certification process with local standards developed and administered at the district level. Reports are then provided on surveys of 38 state community college directors, administrators and faculty at all Arizona community colleges, and 110 recently certified teachers, indicating that state-level certification of community college

Preschool Education; Program Descriptions; Program Evaluation; *Program Guides; *Program Implementation; Resource Centers; State Legislation; *State Programs
IDENTIFIERS- *Florida First Start Program

This guide is designed to facilitate the implementation of the Florida First Start (FFS) program, created to help at-risk children from birth to 3 years of age have the best possible start in life and to support parents in their roles as their children's first teachers. Emphasis is on providing early, high-quality education and support services. Sections of the guide address: (1) the purpose of the FFS program; (2) personnel, staff development, and technical assistance requirements; (3) measures to increase public awareness of the program; (4) the equipping of parent resource centers; (5) program eligibility guidelines; (6) home visits; (7) child screening and testing; (8) family group meetings; (9) interagency cooperation; (10) program exiting and transitioning procedures; and (11) program evaluation. A bibliography of resources on behavior management, child abuse and neglect, health and safety, nutrition, stereotyping, and child development is included. Seven appendices provide a statewide directory of FFS officials, state-recommended forms, sample newsletters and pamphlets, program logos, Florida statutes and regulations relevant to the FFS program, a list of responsibilities and duties of parent education, and a list of infant resource books. (MDM)

ED 374 896 PS 022 701

Children as Capital: Corporate Health Policy Retreat (February 21-22, 1993).
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.
PUB DATE- May 93
NOTE- 12p.; Document is printed on color paper.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Adolescents; *Child Health; Childhood Needs; *Children; Corporate Support; Females; *Government Role; Health Care Costs; Health Insurance; *Health Needs; Health Promotion; Medical Care Evaluation; Poverty; Pregnancy; Primary Health Care; Public Policy
IDENTIFIERS- *Health Care Reform; *Health Policy

This brochure describes the meeting of 63 representatives from the American Academy of Pediatrics, Washington Business Group on Health, Maternal and Child Health Bureau, and the education community convened to develop an action plan for American health care that would be responsive to children's needs. Highlighted problems included the lack of health coverage for 15% of those under 21, the high rate of child poverty, and the misplaced incentives and lack of accountability in the health industry. The group reached widespread agreement on several issues: (1) universal child health benefits should cover prevention and early intervention, as well as acute, chronic, and mental health care; (2) prenatal care for mothers is essential; (3) services for children and pregnant women should have first priority in the health care reform process; (4) entry into the new system should be through the primary care practitioner, and all care should be delivered under medical supervision by the most appropriate provider in the most appropriate setting; (5) the health care system should be employer-based for the private sector and funded out of general revenues for the poor; (6) health services should be by language instruction in the creation of a tolerant, nonracist pluralistic society. Contains 35 references. (AC)

ED 374 916 PS 022 781

Goetz, Kathy, Ed.
Building Bridges: Supporting Families across Service Systems.
PUB DATE- 94
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agency Cooperation; Blacks; Child Welfare; *Community Involvement; Disabilities; Family Involvement; *Family Programs; Foster Care; *Health Services; Home Programs; Mental Health; Program Descriptions; Social Services; Welfare Services; *Youth Programs
IDENTIFIERS- Accelerated Schools; African Americans; Family Resource and Support Programs; Family Resource Coalition IL; *Family Support; Goals 2000; Networking; School Based Health Clinics; Schools Reaching Out Project; Yale Child Study Center CT

This double issue of the journal "Report" focuses on the collaboration among seven social service systems that support and serve children and families. Each of the sections discusses one of the seven systems, presents an overview essay, and profiles programs that execute the service. The first section, on education, emphasizes linkages between schools, communities, and families to ensure educational success. Section 2 is concerned with the child welfare system and its support for foster families providing physical and emotional safety for children. The focus of Section 3 is the health care system and its scope beyond traditional clinical care. Youth development is discussed in Section 4, as a parallel movement to family support. The program profiles deal specifically with low-income and minority families in African-American neighborhoods. Section 5 focuses on supporting people with disabilities through centers and home visiting programs. Section 6 is concerned with the welfare system and using a new approach of combining employment services with family services. The last section focuses on the child mental health system, which is concerned with services for children and adolescents with emotional and mental disturbances. (BAC)

ED 374 917 PS 022 783

Liddell, Christine; And Others
Zulu and Sotho Preschoolers: A Study of Communication and Teaching in the Home.
PUB DATE- 94
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Age Differences; Audiotape Recordings; *Communication (Thought Transfer); *Communication Research; *Family Influence; Foreign Countries; Literacy Education; Naturalistic Observation; Parents as Teachers; *Preschool Children; Preschool Education; Sex Differences; *Teaching Methods
IDENTIFIERS- *Sotho People; South Africa; *Zulu People

This study sought to understand how South African Sotho and Zulu children learn and communicate at home. Data were collected

"Here Today, Gone Next Week": Some Lessons for the Delivery of Itinerant Primary Schooling of a Distance Education Program Designed for the Children of the Showmen's Guild of Australasia.
PUB DATE- 1 Jul 93
NOTE- 21p.; Paper presented at the National Conference of the Society for the Provision of Education in Rural Australia (9th), and the National Conference on Schooling Through Distance Education (1st) (Cairns, Queensland, Australia, July 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Correspondence Study; *Delivery Systems; *Distance Education; Educational Needs; Elementary Education; Foreign Countries; Itinerant Teachers; Life Style; Migrant Children; *Migrant Education; Migrants; *Parent Student Relationship; *Parent Teacher Cooperation; Program Evaluation; *Teacher Student Relationship
IDENTIFIERS- *Showmens Guild (Australasia)

This paper presents initial results of research on a distance education program developed in 1989 for the children of the Showmen's Guild of Australasia. The program accommodates the mobility of children and their parents who are rarely in any town for more than a week during the show circuit. The children complete correspondence lessons in various subjects and are assisted by their parents or home tutors. Several times a year, distance education teachers join the children during the show circuit and work intensively with them for several weeks. Unlike many other groups involved in the distance education program, the Showmen's Guild is well organized. It has a very supportive parent base and has campaigned over the years to establish favorable political support for a program to meet the special needs of its children. A literature review reveals that high mobility can place students at an educational disadvantage while placing an enormous burden on those providing the education for the mobile group. Interviews conducted with parents, children, home tutors, and teachers revealed close and trusting relationships between parents and distance education teachers and between students and distance education teachers. In addition, there is typically an intimate relationship between the mother and her children as it is the mother who takes on the responsibility for organizing and managing her children's education during a hectic working day. This paper concludes that the uniqueness of each mobile group must be taken into account when implementing an educational program, and delivery must respond to the socioeconomic and cultural attributes of each group. (LP)

ED 374 935 RC 019 774

Fink, Mary, Ed.; And Others
Real Talk, 1988-1993.
SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC. Migrant Education Programs.
PUB DATE- 93
NOTE- 210p.
LANGUAGE- English; Spanish
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Non-

and legislative recommendations. (SV)

ED 374 951   RC 019 809

Baker, Harold R.
Restructuring Rural Communities. Part 1, with Special Emphasis on Multicommunity Collaboration. University Extension Press Monograph Series.
PUB DATE- 93
NOTE- 177p.; For Part 2, see RC 019 810.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Case Studies; *Community Development; Community Leaders; *Cooperative Programs; Economic Change; *Economic Development; Economic Impact; Leadership Training; Local Government; Program Descriptions; *Public Policy; Rural Areas; *Rural Development; Rural Economics; *Shared Resources and Services; Surveys
IDENTIFIERS- Canada; Community Viability; Europe; *Multicommunity Collaboration; Rural Restructuring; United States

This book reports on a study of rural community development policies and practices in the United States, Europe, and Canada in relation to multicommunity collaboration as a rural restructuring strategy. The study focused on multicommunity collaboration involving two or more small rural communities working together to attain social or economic development objectives that communities would not be able to attain individually. Data were derived through a combination of personal interviews and a follow-up mail survey. Data led to the development of a definition and classification of multicommunity collaboration; identification of the structure and process of creating, promoting, and sustaining multicommunity collaborations; determination of guiding principles for success at the local level; determination of the degree to which prolonged collaboration has led to larger municipal or tertiary levels of government; and identification of educational needs of leaders and systems that support multicommunity collaboration. The book also includes the following appendices: (1) a list of rural area visits, consultations, and conferences in Canada, the United States, and Europe; (2) definitions of terms; (3) descriptions of two leadership training programs that have contributed to successful implementation of multicommunity collaboration; (4) eight case studies of multicommunity collaboration; (5) an overview of community development efforts in rural France; (6) thought pieces on selected collaborative processes; (7) a 106-item bibliography; and (8) the Community Leader and Agency Specialist Survey. (LP)

ED 374 952   RC 019 810

Baker, Harold R.
Restructuring Rural Communities. Part 2: Grazing the Ideas, Approaches, and Resources of Selected Countries. University Extension Press Monograph Series.
PUB DATE- 93
NOTE- 128p.; For Part 1, see RC 019 809.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)

Mathematics as Problem Solving--A Japanese Way.
PUB DATE- Apr 94
NOTE- 8p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary School Students; Elementary School Teachers; Ethnography; Foreign Countries; Grade 5; Intermediate Grades; *Mathematics Instruction; *Problem Solving; *Teaching Methods
IDENTIFIERS- *Japan

It is known from many international studies that Japanese students do well in mathematics. This paper describes a typical lesson from a Japanese fifth-grade classroom, and discusses the lesson in terms of problem solving, including: embedding of the problem, spending 35 minutes or more on one problem, acting out the problem, multiple solutions, interesting problems to solve, use of manipulative aids, and interpretation rather than application. (MKR)

ED 374 972 SE 054 925

Robinson, Scott
Mathematics and Science Learning Milieus in Diverse Schools in Florida: African-American Students from Small Town, Low Socio-Economic Backgrounds.
PUB DATE- Apr 94
NOTE- 11p.; For a related paper, see SE 054 935. Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Black Students; Grade 6; Grade 8; Intermediate Grades; Junior High Schools; Mathematics Education; *Mathematics Teachers; Middle Schools; Science Education; *Science Teachers; Socioeconomic Status; *Teaching Methods
IDENTIFIERS- African Americans; *Florida

This paper presents a description of a northern Florida middle school and of the students enrolled in the school, 92% of whom are African-American. Three quarters of the entire student population is eligible for free or reduced price government assisted lunches. This figure is double the state average. During academic year 1991-92, expenditure per student enrolled within regular academic programs was 12% below the state average or $2,920 per student. Observations of an eighth-grade physical science class, a sixth-grade mathematics class, and an eighth-grade science assembly are related. Interviews with the science teacher and mathematics teacher from these classes are given along with a list of needs generated from mathematics and science teachers. Traditional methods of teaching prevailed in these classrooms. (MKR)

ED 374 973 SE 054 926

Masingila, Joanna O.
Making Mathematics Learning In and Out of School Complementary.
PUB DATE- 6 Apr 94
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8,

game; (2) when and where to play; (3) number of players needed; (4) best age range; (5) special materials, if any; and (6) activity instructions accompanied by photographs and illustrations. Chapter IV outlines a sample Flow Learning session designed to encourage both scientific and intuitive appreciation of trees. Chapter V contains a short essay on suggested attitudes with which to lead nature activities. Four appendices contain a short story, a Flow Learning activity chart, 38 references, and an index to quotations. (LZ)

ED 374 994 SE 055 054

Cornell, Joseph
Sharing Nature with Children. The Classic Parents' and Teachers' Nature Awareness Guidebook.
PUB DATE- 79
NOTE- 140p.; For sequel to this book, see SE 055 053. Photographs may not copy clearly.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- *Activities; Ecology; *Educational Games; Elementary Secondary Education; Environmental Education; *Experiential Learning; *Outdoor Education; Sensory Experience; Teaching Guides; Teaching Methods
IDENTIFIERS- *Nature Study

This book is a guide to 42 nature awareness activities and games aimed at helping children of all ages experience nature. Small-group, large group, and individual activities involve children in role-playing, observing, hiking, imaging, identifying, exploring, and other experiences that demonstrate science concepts. An introduction contains suggestions for teaching, and choosing the right game for the right time and place. Activity information includes: (1) concepts, attitudes, and qualities taught by the game; (2) when and where to play; (3) number of players needed; (4) best age range; (5) special materials, if any; and (6) activity instructions accompanied by photographs and illustrations. The activities are divided into groups with the following goals: (1) to bring the participants into harmony with natural surroundings on the physical and emotional level (this section features several "blindfold" activities); (2) to create a quiet, contemplative mood; (3) to provide insight into the way nature works including the principles of ecological systems, habitat, zoology, food chains, food webs, predator/prey relationships, and plant succession; (4) to tune into special qualities of nature through sensory experience; and (5) to experience pure fun. (LZ)

ED 374 995 SE 055 137

Strongin, Herb; And Others
Science on a Shoestring. Second Edition.
PUB DATE- 91
NOTE- 202p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Books (010)
DESCRIPTORS- Elementary Education; *Energy; Junior High Schools; *Matter; Science Activities; Science Education; *Science

Social Studies
IDENTIFIERS- *United States Constitution

From the perspective of constitutional law, this volume reconciles the conflicting claims of educational reformers who demand a curriculum for national unity and those who call for multiculturalism. The first part of the book describes the educators' opposing views about core curriculum and the century-long history of the debate. The second part of the book rephrases the debate into constitutional terms and concludes that a core social studies curriculum that stresses freedom of religion, freedom of speech, and equality would satisfy the demands for both unity and diversity. Beginning with the insight that schools should teach conflict as well as consensus, the book outlines the features of the U.S. curriculum for constitutional literacy. Social studies and law-related studies should not be taught as static and harmonious knowledge but rather as a chaotic set of conflicts that continue to shape the present world. The book concludes with extensive notes and an index of key terms. (JD)

ED 375 018 SO 023 996

Catalog of Citizenship, Consumer, Law-Related, Values and Character Education Curriculum Materials. Fifth Edition with 1993 Supplement.
PUB DATE- 93
NOTE- 167p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Athletics; Child Abuse; *Citizenship Education; Constitutional Law; *Consumer Education; Correctional Rehabilitation; Courts; Criminal Law; Drug Legislation; Elections; Elementary Secondary Education; Equal Protection; Family (Sociological Unit); Instructional Materials; International Law; Juvenile Justice; Law Related Education; Newspapers; Police; Social Studies; United States History; *Values Education
IDENTIFIERS- Utah Law Related Education Project

This catalog lists the materials that the Utah Statewide Clearinghouse on Law-Related Education loans to teachers and anybody else interested in law-related education (LRE). The catalog provides a table of contents that guides the reader to materials on all aspects of law from the constitution to legislation against drug use and on all aspects of the justice system from the police to prisons. The materials include curriculum, lesson plans, computer programs, text books, videos, games, kits and other teaching resources. Each entry contains a description of the material, its purpose, and the targeted grade levels. To facilitate borrowing, the catalog explains lending procedures and provides the hours and address of the clearinghouse. (JD)

ED 375 019 SO 023 997

Practical Law in Utah. Utah Supplement to "Street Law." Fourth Edition.
SPONS. AGENCY- Utah State Bar, Salt Lake City.
PUB DATE- Dec 93
NOTE- 218p.; A product of the Utah Law-Related Education Project and the Utah Bar Committee on Law-Related Education and Law Day.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

video literacy program in Peru, the literacy and income-earning project in Togo; and the home school project in Pakistan. (JJ)

ED 375 038 SO 024 332

Visual Arts, Levels 7-12. Secondary Core Curriculum Standards.
PUB DATE- 92
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Art Education; *Core Curriculum; Course Descriptions; Course Objectives; Secondary Education; *Secondary School Curriculum; State Curriculum Guides; State Standards; *Visual Arts
IDENTIFIERS- *Utah

This Utah state curriculum guide calls for one 7-8th grade course (0.5 unit) of visual arts education to fulfill the visual arts Component requirement of the core curriculum. Up to three visual arts courses may be taken at the 9-12th grades as fulfillment of the 1.5 core art units required. Core options include courses in ceramics, jewelry, general crafts, sculpture I, art history and criticism, photography I, architecture design, interior design, foundations II, painting I, printmaking, or commercial art I. The curriculum guide includes course descriptions and state standards/learning objectives for: (1) participant; (2) observer/listener; and (3) critic behaviors. (MM)

ED 375 039 SO 024 336

The Sex Panic: Women, Censorship and "Pornography." A Conference of the Working Group on Women, Censorship, and "Pornography" (New York, New York, May 7-8, 1993).
PUB DATE- 93
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Censorship; Citizenship Education; Civil Rights; Females; *Feminism; Law Related Education; *Pornography; Social Science Research

In May 1993, representatives of anti-censorship feminists convened at the Graduate Center of the City University of New York to overturn the myths that censorship is good for women, that women want censorship, and that those who support censorship speak for women. Participants at the convention discussed four major themes: the current panic over sexual perversion, the anti-pornography movement among certain feminists, the need for free speech in matters regarding sex, and the struggle for free speech. Lisa Duggan, historian, journalist, and Brown University professor, discussed the history of moral reform movements from temperance to anti-pornography and explains how they have not promoted the interests of women. Speakers denounced the legal theories developed by Catharine MacKinnon and Andrea Dworkin that excuse censorship and treat the First Amendment as irrelevant. The anti-censorship feminists argued that the banning of pornography amounts to the control of women's images and the suppression of women's search for their own sexuality. (JD)

In order to champion law-related education, this volume argues that administrators of law-related education (LRE) programs should make public relations an integral part of program planning. An introductory section defines public relations and offers basic advice for developing goals and strategies. The guide advises program directors to train their staffs for public relations and to involve their advisory board, affiliated organizations, and a public relations firm that does pro bono work. A section on the media explains how to develop a media contact list including contact persons, deadlines, and policies for editorial comments. It is important to establish good working relationships with reporters and not to favor one newspaper, radio station, or television station over another. The guide outlines steps that may make LRE newsworthy such as holding competitions, giving awards, and relating events to controversial issues. To foster media coverage, the document presents model news releases and explanations of why certain releases are more effective than others. The guide closes with advice for maintaining a photograph album of all LRE events that can provide materials for newspapers and in-house publications. (JD)

ED 375 058 SO 024 536

Bibliography of Mock Trial Materials.
PUB DATE- 94
NOTE- 1[illegible]p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Citizenship Education; Court Litigation; Courts; Criminal Law; *Instructional Materials; *Law Related Education
IDENTIFIERS- *Mock Trials

This catalog lists general articles on mock trials, information for arranging mock trial competitions, mock trial problem sets, and video tapes. The problem sets contain introductory material, applicable law, statements of facts, witness statements, and documents. The cases include issues in family, consumer, criminal, and immigration law. Several of the mock trials cover controversial subjects such as rape, AIDS, and religious cults. One case examines the limits of freedom of speech. The catalog provides an abstract of each case and information about where to order the materials. While most of the materials are free of charge, the section on video tapes includes a price list. (JD)

ED 375 059 SO 024 537

National Institute for Citizen Education in the Law Materials List.
PUB DATE- 94
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Citizenship Education; Correctional Education; Court Litigation; Courts; Crime Prevention; Criminal Law; Democracy; Higher Education; *Instructional Materials; *Law Related Education; Secondary Education; Special Education
IDENTIFIERS- Mediation; Street Law

This catalog lists the books and materials produced by the National Institute for Citizen Education in the Law. The integration of the standards in historical thinking and historical understanding in 8 eras of world history: (1) beginnings of human society; (2) early civilizations and the emergence of pastoral peoples, 4000-1000 BCE; (3) classical traditions, major religions, and giant empires, 1000 BCE-300 CE; (4) expanding zones of exchange and encounter, 300-1000 CE; (5) intensified hemispheric interactions, 1000-1500 CE; (6) emergence of the first global age, 1450-1770; (7) age of revolutions, 1750-1914; and (8) the 20th century. Chapter 4 lists teaching resources for world history. An appendix gives organizational information. (DK)

ED 375 078 SP 034 612

Changing South Carolina's Schools. A Resource Guide for Schools and Communities Creating a New Vision of Public Education.
PUB DATE- 93
NOTE- 221p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Annotated Bibliographies; College School Cooperation; Demonstration Programs; *Educational Change; *Educational Resources; Elementary Secondary Education; Excellence in Education; Higher Education; *Partnerships in Education; Professional Development Schools; Public Schools; *School Restructuring; School Surveys; State Departments of Education
IDENTIFIERS- *Reform Efforts; *South Carolina

This resource guide provides information on education reform issues and on programs, projects, and models that are attempting to improve public schooling. Section 1, "The Fundamentals of Restructuring," summarizes the major characteristics of restructuring and includes references to the views of influential educators and agencies on the meaning and process of restructuring. Section 2, "The National Movement for School Reform," outlines several major education reform initiatives. The third section, "School Change in South Carolina," provides an overview of the South Carolina Center for the Advancement of Teaching and School Leadership and its associate school program. The 100 associate schools are K-12 schools, which are implementing restructuring models. The Center provides technical assistance to the associate schools. This section also summarizes results of two surveys of associate school teacher attitudes, three case studies of associate schools that are in the midst of restructuring, and a curriculum reform survey. Highlights of innovations discussed in the responses of the 46 associate schools that participated in the curriculum reform survey are provided. Profiles of school change initiatives in South Carolina are described, including the Goodlad initiative, which involves a network of five colleges and the Center establishing professional development schools and linking teacher education reform to school reform. An annotated bibliography and resources guide and a directory of the associate schools are included. (IAH)

ED 375 079 SP 035 431

Schmidt, Margaret

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Beginning Teachers; Constructivism (Learning); Elementary Secondary Education; Foreign Countries; Higher Education; Models; *Practicum Supervision; Preservice Teacher Education; Student Teachers; *Student Teacher Supervisors; *Student Teaching; *Supervisory Methods; Teacher Role
IDENTIFIERS- Australia; *Collaborative Supervision; *Reflective Teaching

This paper suggests criteria for effective student teacher experiences and supervisory roles. A system of student teaching supervision with a heavy emphasis on imitative and reproductive learning is an unlikely means of equipping teachers with the confidence to apply process skills of inquiry and problem solving to the numerous dilemmas of teaching. The aim is to prepare beginning teachers who are able to reflect on the origins, purposes, and consequences of their actions, as well as on the material and ideological constraints and encouragements embedded in their classroom, school, and societal contexts. Such an aim is in harmony with schema theories and a constructivist view of learning. A proposed system of collaborative supervision would include: organic collaborative partnerships, student teacher professional learning that is largely determined by the nature of student teachers' personal and professional qualities and through their own actions and experiences, a university supervisor who provides support for the student teacher in developing skills of reflectivity and who assists professional development of cooperating teachers, and individualized assistance for student teachers based on their developmental level. Establishing collaborative supervision is difficult, as it requires supervising teachers to relinquish their traditional positions of power and perceived expertise and requires a greater investment of time and emotion. (Contains 32 references.) (JDD)

ED 375 096 SP 035 462

McLaughlin, Denis; Hanifin, Pam
Empowering the Novice: Promoting Reflection in Preservice Teacher Education.
PUB DATE- Jul 94
NOTE- 26p.; Paper presented at the Annual Conference of the Australian Teacher Education Association (24th, Brisbane, Queensland, Australia, July 3-6, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Conceptual Tempo; Elementary Secondary Education; *Field Experience Programs; Foreign Countries; Higher Education; *Preservice Teacher Education; Self Concept; *Self Evaluation (Individuals); Self Expression; *Student Development; Student Teaching; Undergraduate Study; Written Language
IDENTIFIERS- Australia; Australian Catholic University; *Reflective Teaching

This paper examines definitions of reflection and the concept of reflective teaching, and then documents attempts to implement a reflective approach taken by second-year undergraduate teaching students at the Australian Catholic University, Queensland Division. Sixteen students completed their first field experience, which included 12 half-day sessions with a supervisory teacher and provided written post-lesson reflections and a progress report. Analysis indicated that all professional health services and health education for students, employees, and the community in order to promote success in the learning process. The health services program is an integral part of the total school program in the Des Moines public schools. The program provides for direct health services, including appraisals and preventive and remedial aspects for students and staff. Health education and health promotion are provided through planned, correlated, incidental instruction, and integrated learning. Safety is provided for through review of the physical environment, which contributes to student success in the teaching and learning process. The health services program ensures direct service and ongoing collaboration with community agencies for students, staff, and parents to decrease barriers to learning. This paper provides an input evaluation, a process evaluation, and a product evaluation of the 1993-94 health services program. A Comprehensive School Health model recommended for districts by a health advisory committee is under review. (LL)

ED 375 114   SP 035 491

The Pupil Nondiscrimination Guidelines for Athletics. Implementing Section 118.13 of the Wisconsin Statutes and PI 9 of the Wisconsin Administrative Code.
PUB DATE- Jul 93
NOTE- 45p.; Supersedes ED 340 694.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Athletics; Educational Objectives; Elementary School Students; Elementary Secondary Education; *Equal Education; Equal Facilities; Equal Protection; Females; Guidelines; Males; *Nondiscriminatory Education; Policy Formation; Public Schools; Secondary School Students; *Sex Fairness; *State Legislation; State Standards
IDENTIFIERS- *Gender Issues; Title IX Education Amendments 1972; *Wisconsin

These guidelines explaining state pupil nondiscrimination requirements in interscholastic athletics are the result of a collaboration between the Wisconsin Department of Public Instruction and the Wisconsin Interscholastic Athletic Association (WIAA). The guide is designed to help schools fully implement Wisconsin's pupil nondiscrimination guidelines and administrative rules. The guide is organized into the following sections: overview; philosophy; Administrative Rule; meeting the goals of equity in athletics; and questions and answers. It is intended that the guidelines will help ensure the following: (1) No student's athletic participation is to be determined by any of the discriminatory factors listed in section 118.13, Wisconsin Statutes; (2) male and female athletic programs are to be provided with comparable facilities, coaching, equipment, schedules, etc.; (3) levels of competition provided are to be commensurate with student interests and abilities; (4) activities peripheral to the athletic program are to be assigned on the basis of a school plan that does not include sex as a factor; and (5) administrators, coaches, parents, and athletes must understand both the legal and philosophical implications of discrimination in athletics. Eleven appendixes include the following information or documentation: how to provide cheerleaders for both boys' and girls' sports; the school's responsibility if a complaint is filed under the Pupil Nondiscrimination Law; a sample discrimination complaint procedure; a sample discrimination complaint form; WIAA comparable sports; student interest surveys; a sample student preservice teachers taught 15-minute lessons to a primary grade student. The student presented opportunities for teacher adaptability by asking questions during the lessons. These lessons were videotaped so that the teacher's reactions to the questions could be critically assessed according to a 10-point scale of adaptability developed by David E. Hunt. Two preservice teachers, who had not yet been teaching associates, averaged 5 points out of 10. Two preservice teachers who had already been teaching associates for 14 weeks also averaged 5 points out of 10. This corresponds to a level of adaptability at which a teacher realizes the obstacle and makes some attempt to accommodate the student's needs through a modification in instruction. Results suggest that without increased adaptability as a focus, the 14-week teaching associateship does little to promote it, and a conscious effort must be made to improve adaptability. (Contains 14 references.) (Author/LL)

ED 375 133 SP 035 532

Macpherson, Ian
Teaching Curriculum Studies in Teacher Education Programs: Empowerment through Praxis.
PUB DATE- Jul 94
NOTE- 44p.; Paper presented at the Annual Meeting of the Australian Teacher Education Association (Brisbane, Queensland, Australia, July 3-6, 1994). Teachers' stories are handwritten and may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Course Content; *Curriculum; Curriculum Research; Educational Practices; Education Courses; Elementary Secondary Education; Foreign Countries; Higher Education; *Inservice Teacher Education; *Outcomes of Education; Personal Narratives; *Perspective Taking; Teacher Educators; Units of Study
IDENTIFIERS- Queensland University of Technology (Australia); *Reflective Thinking; *Teacher Empowerment

This paper, in presenting a view of curriculum as praxis, contends that empowerment is neither allowed nor given. Rather, it emerges as curriculum practitioners engage in a process which consciously seeks to be empowering. The view of curriculum as praxis develops from reflections of curriculum studies taught in higher education programs, and from a review of the nature of curriculum studies and its place in higher education programs at Queensland University of Technology. Implications for teaching curriculum studies within the view of curriculum as praxis are presented as a number of principles which guided the teaching of a curriculum unit in an inservice teacher education program. The guiding principles are used as a basis for telling the stories of teaching this unit from the perspectives of both the teacher educator and the inservice teachers. The paper concludes by reflecting on the experience as a possible example of empowerment through praxis and by an attempt to define empowerment in the context of teaching the unit. Appendixes provide a summary of the curriculum review; an extract from the course outline; copies of teachers' stories; and a letter seeking approval and inviting participation. (Contains approximately 35 references.) (Author/LL)

ED 375 134 SP 035 535

James, Pauline
Rewriting Cultural Narratives: Providing the Conditions for

curriculum modules; sample administrative report and record forms; handouts used in a June 1993 presentation on the adult literacy project "Educacion Sin Fronteras"; sample correspondence; an analysis of Mexico's adult basic skills curriculum; and the 15 modules of the immigrant issues curriculum prototype. Most materials are in English; some are in Spanish. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 374 688 FL 800 778

Bell, Eleanora S.; Evans, Twila S.
ELM Branches Out! A Language and Life Skill Competency Based Curriculum Integrated with MELT Competencies.
SPONS. AGENCY- Department of Education, Washington, DC.; Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 93
NOTE- 450p.
LANGUAGE- English
EDRS Price- MF01/PC18 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Competency Based Education; Curriculum Design; *Daily Living Skills; *English (Second Language); Grammar; Language Proficiency; *Literacy Education; Second Language Instruction

An adult education curriculum integrating language and life skills instruction for students of English as a Second Language, based on the English Language Matrix (ELM) model, is presented. The curriculum is designed to meet the adult language learner's life competency needs, integrating communicative language skills of listening, interpreting nonverbal language, speaking, reading, and writing, while adjusting to individual learning styles and communicative needs. It is divided into 10 or 11 thematic units in 7 levels of competency-based learning modules. Introductory sections give an overview of the project, define student performance levels, and list competencies by level. Subsequent sections present the modules for each level. Each module includes student general and grammar competency check sheets, a tutor guide sheet, and instructional material on these topics: personal information; describing (at levels 1-4) or housing (levels 5-7); relationships; environment; health; shopping; money/banking; directions/transportation; occupations; community services/responsibility; and at levels 5-7, current events. The next seven sections present the grammar segments for each level. An instructional materials bibliography, grammar instructional materials bibliography, and list of publishers complete the volume. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 374 689 FL 800 784

Clark, Melvin G.
ESL Multilevel Handbook.
PUB DATE- 90
NOTE- 104p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Adult Students; Bilingual Education; Classroom Techniques; *English (Second Language);

mission of the college during a time involving a substantial decline in state support. Rowan pursued a strategy termed "growth by substitution." This new process was cast in a more entrepreneurial mold and led to greater innovation. The basic premise was to generate funds for new initiatives by reducing or eliminating outdated or less productive programs. New initiative financing would be balanced by reductions and phase-outs among academic programs and administrative units for which there was marginal need and quality as well as projected retirement savings. The plan provides for phasing out of 23 degree, teacher certification, and specialization programs and reducing 5 others. It reallocated $2.7 to $3.5 million and called for personnel reduction through the layoff or retirement of 51 full time employees over 5 years. The plan's biggest accomplishment in financial terms was in academic support, with emphasis on developing technological capabilities within the library and academic computing, and computerizing the advisement process. The 17-member strategic planning steering committee included faculty, staff and management. None were to act as "representatives" of their units or groups. Members were not permitted to participate in discussions about their program nor to vote on priorities regarding that program. (Contains 30 references.) (JB)

ED 374 707   HE 027 713

Payne, Barbara, Ed.; Brewer, Earl D. C., Ed.
Gerontology in Theological Education.
PUB DATE- 89
NOTE- 166p.; Previously published as "Journal of Religion and Aging," Volume 6, Numbers 1/2, 1989.; For related documents, see HE 027 714-715.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141),Reference Materials - Bibliographies (131)
DESCRIPTORS- Aging (Individuals); *Church Related Colleges; Course Descriptions; Curriculum Development; *Educational Innovation; *Gerontology; Higher Education; National Surveys; Older Adults; *Program Descriptions; *Theological Education
IDENTIFIERS- Program Characteristics

This collection reports on the Gerontology in Theological Education (GITE) project developed at the Gerontology Center of Georgia State University, which was designed to introduce curriculum on aging into theological education. Part 1 presents an introduction to the project and the results of a survey of 113 seminaries designed to find out what theological schools were doing in gerontological education. Part 2 provides descriptions of innovative gerontological programs at the following theological seminaries and universities: (1) Interdenominational Theological Center (Georgia); (2) Luther Northwestern Theological Seminary (Minnesota); (3) Nashota House (Wisconsin); (4) Pittsburgh Theological Seminary (Pennsylvania); (5) Presbyterian School of Christian Education (Virginia); (6) Saint Paul School of Theology (Missouri); (7) Southwestern Baptist Theological Seminary (Texas); and (8) Baylor University (Texas). Part 3 is an annotated bibliography containing 133 items on gerontology and religion. (MDM)

ED 374 708   HE 027 714

Payne, Barbara, Ed.; Brewer, Earl D. C., Ed.
Gerontology in Theological Education; Local Program Development.

through fiscal year 1992 (FY 92) and the Higher Education General Information Survey (HEGIS) from fiscal year 1984 (FY 84) through fiscal year 1986 (FY 86). These surveys collected information on revenues and expenditures, expenditures on scholarships and fellowships, and other financial data. Tables cover: sources of revenues and purposes for expenditures for all institutions, public institutions, and private institutions for fiscal years 1984-1992; revenues and expenditures of 4-year institutions and 2-year institutions for fiscal year 1992; revenues and expenditures of all institutions, 4-year, and 2-year institutions by selected categories and state; comparison of fiscal year 1991 and 1992 revenue and expenditures of all institutions, public institutions, and private institutions by state; revenues and expenditures of private nonprofit institutions for fiscal year 1992; revenues and expenditures by control of institution and source or purpose for fiscal years 1984 through 1992; and consumer price index (CPI) factors for fiscal years 1984 through 1992. Includes a glossary and an appended section detailing survey methodology. (JB)

ED 374 727 HE 027 733

Horn, Laura; Maw, Carlyle
Undergraduates Who Work While Enrolled in Postsecondary Education: 1989-90. Contractor Report. Postsecondary Education Descriptive Analysis Reports. Statistical Analysis Report.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Sep 94
NOTE- 89p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- *College Students; Economic Factors; Employment Level; *Employment Patterns; Employment Statistics; *Enrollment; Higher Education; Minority Groups; Part Time Employment; Private Colleges; Sex Differences; State Colleges; Student Characteristics; Student Costs; *Student Employment; Student Financial Aid; *Undergraduate Students; Working Hours
IDENTIFIERS- National Postsecondary Student Aid Study

This report examines how much undergraduates work while enrolled in postsecondary education for the academic year 1989-90. It specifically addresses types of institutions they attended, educational experiences, and the relationship of their education cost and financial aid to the amount of time they worked while enrolled. The report presents data from the 1989-90 National Postsecondary Student Aid Study in narrative and tabular forms. Results suggest that not only are most undergraduates working while they are enrolled, a substantial number are working full time. Other highlights include: (1) about 75 percent of all (full and part time) undergraduates worked at some time during 1989-90 of which 40 percent reported working full time at some time while enrolled; (2) among undergraduates enrolled full time for a full academic year, about 22 percent worked full time at some time during their enrollment; (3) undergraduates who attended private, for-profit institutions were much less likely to work while enrolled (61 percent); (4) undergraduates who worked while enrolled were employed for most of their enrollment; (5) most undergraduates held jobs in the areas of administrative support, service occupations, blue collar occupations, marketing, and as sales clerks; and (6) women were less likely to work full time while enrolled than men. Includes a glossary and technical notes.

statistical summary of findings and a description of the research methodology. (JDD)

ED 374 745 HE 027 751

Tenure and Teaching in the University of North Carolina.
PUB DATE- 10 Sep 93
NOTE- 39p.; Tables contain small print.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College Instruction; *Employer Employee Relationship; Employment Practices; Excellence in Education; Higher Education; *Instructional Improvement; *Personnel Policy; Promotion (Occupational); *Tenure
IDENTIFIERS- *University of North Carolina

This report presents findings from an investigation into procedures and criteria for the awarding of tenure to faculty members, conducted by two University of North Carolina (UNC) committees. The investigation found that, generally, tenure policies and procedures within the UNC are sound. Much time is devoted to evaluation of faculty members holding probationary term contracts. In the case of negative decisions, processes are in place for subsequent appeal at several levels. Quality of teaching is a matter of genuine commitment and concern on all UNC campuses and is the most important single factor in reappointment, tenure, and promotion decisions overall. Institutions are taking aggressive and impressive steps to foster excellence in teaching, including awards to recognize teaching excellence and special activities to support and strengthen instruction. Greater efforts need to be made in this regard at a number of UNC campuses, especially those with limited resources. Institutions should provide tangible incentives and encouragement for tenured and nontenured faculty and graduate teaching assistants to take advantage of professional development opportunities. Six recommendations are offered. An appendix contains five tables on methods for informing faculty of teaching evaluation criteria, evaluation methods, awards for outstanding teaching, special centers for excellence in teaching, and support and activities for teaching improvement. (JDD)

ED 374 746 HE 027 752

Mann, Mary Pat
A Light at the End of the Tunnel: The Impact of Early Clinical Experiences on Medical Students.
PUB DATE- Apr 94
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Clinical Experience; Clinical Teaching (Health Professions); *Experiential Learning; Higher Education; *Medical Education; Medical School Faculty; *Medical Students; Osteopathy; Primary Health Care; Program Effectiveness; *Student Attitudes; Student Experience; Teacher Attitudes
IDENTIFIERS- *Ohio University

This paper describes the impact of early clinical contact (ECC) on medical students. The concepts emerged from a grounded theory analysis of interviews with students and faculty in the

ED 374 764 HE 027 771

Burling, Philip
Crime on Campus: Analyzing and Managing the Increasing Risk of Institutional Liability. The Publication Series.
PUB DATE- Jan 91
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Campuses; *Compliance (Legal); Contracts; *Court Litigation; *Crime; Employer Employee Relationship; *Higher Education; *Legal Responsibility; Legislation; Prevention; Risk; *School Responsibility; Student Rights; Torts; Victims of Crime

This monograph reviews a college or university's responsibility for incidents of crime occurring on its campus or in the course of its programs. Part 1 reviews the legal analyses which courts undertake in responding to claims that, under common tort law or contract theories, liability for the injuries suffered by a person ought to be shifted from the victim to the university. It examines theories and cases on duty of care in three models (college-student "special relationship," landowner-business invitee, and landlord-tenant); negligence based on foreseeability of injury risk; and breach of express or implied contract. Part 2 examines a kind of statute that makes the institution a criminal for "permitting" crime on its campus and/or creates a new per se liability protecting students and employees. Four distinct ways in which these statutes may impose liability on academic institutions are discussed: direct criminalization of university conduct, compliance as a condition of federal funding, statutorily created duty of care, and breach of contract. Part 3 catalogs ways in which institutions can reduce the incidence of crime on campus and manage the risk of liability, through education, compliance, prevention, periodic review and modification, and crisis management. (JDD)

ED 374 765 HE 027 772

The Freshman Year Experience Annual Conference for Small Campuses. Conference Program and Proceedings (7th, Minneapolis, Minnesota, October 20-22, 1994).
PUB DATE- Oct 94
NOTE- 70p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *College Freshmen; Higher Education; Program Development; *School Orientation; Seminars; *Small Colleges; *Student Adjustment; Student Experience

This conference was designed to assist educators and administrators at small colleges in the planning, implementing, and refining of programs designed to enhance students' first-year experience. The conference addressed the special environments, challenges, and opportunities for success in the first-year experience. Conference presentations were categorized into five theme tracks: (1) enhancing institutional environments; (2) special populations of first-year students; (3) assessment and accountability; (4) curricular and

ED 374 785 IR 016 829

Directory of Regional Educational Resource Organizations in the Mid-Atlantic Region.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 137p.; For 1989 directory, see ED 321 766.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Clearinghouses; Educational Development; *Educational Resources; *Education Service Centers; Elementary Secondary Education; Higher Education; Questionnaires; *Regional Programs; Research and Development Centers; State Departments of Education
IDENTIFIERS- *United States (Mid Atlantic States)

This directory presents information on the 1994 census of educational research and development and service improvement organizations in the Mid-Atlantic region (Delaware, the District of Columbia, Maryland, New Jersey, and Pennsylvania). The introduction describes the survey methodology and provides an overview of the research and development organizations in the region in terms of the type of organization, services, expertise, clients, size, and costs. An explanation of how to use the directory and sections presenting descriptions and directory information on state departments of education, intermediate service agencies, and ERIC Clearinghouses serving the area follow. Listings of the 97 regional educational resource organizations in alphabetical order comprise the main section of the directory. For each organization, the following information is provided: name, address, telephone number, and contact person; type of agency; staff size; services offered; areas of expertise; costs for services; client groups; and a brief description of the agency. The agencies are indexed by primary services offered and primary areas of expertise. The survey instrument and a list of resource directories consulted are appended. (JLB)

ED 374 786 IR 016 830

Fulford, Nancy, Ed.
Toward a Technology Infrastructure for Education: Policy Perspectives I. Policy Briefs, Report 3, 1994.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Collected Works - General (020)
DESCRIPTORS- Educational Innovation; *Educational Policy; *Educational Technology; Elementary Secondary Education; Equal Education; *Federal Legislation; Futures (of Society); *Information Networks; Information Policy; Regional Programs; State Programs; Technological Advancement
IDENTIFIERS- Illinois; Indiana; Iowa; Michigan; Minnesota; *National Information Infrastructure; North Central Regional Educational Laboratory; Ohio; Wisconsin

Policy briefs are reports on the status of current issues in education from a national perspective; descriptions of actions and agendas in the North Central Regional Educational these factors. The period from 1990 to 1992 has been a difficult one for ARL members, with the largest reductions in public support experienced by public university libraries. All respondents sought outside revenues to supplement their campus allocations. Virtually every responding library had experienced some form of internal restructuring, and three of every five had eliminated positions over the three-year survey period. Administrators valued flexibility in fund reallocation very highly, but few had much control over carrying unspent funds to the next year. While 88% of respondents expected the demand for services to grow, only 32% anticipated budget increases. Greater selectivity in activities and greater library sharing are likely to result from the economic realities. Three appendixes contain the survey summary results, the cover letter, and the questionnaire. (Contains 33 references.) (SLD)

ED 374 805 IR 055 133

Rodriguez, Ketty
Curso Introductorio sobre el Sistema DIALOG (Introductory Course on the DIALOG System).
PUB DATE- 94
NOTE- 216p.
LANGUAGE- Spanish
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Computer Software; *Databases; Foreign Countries; Higher Education; Indexing; *Information Literacy; Instructional Materials; Library Education; *Online Searching; Online Systems; *Online Vendors; Reference Services; Relevance (Information Retrieval); *Search Strategies; Spanish; *User Needs (Information)
IDENTIFIERS- *DIALOG

As an introduction to the use of the DIALOG online retrieval service, this guide presents material that was developed during a fellowship at Carlos III University, School of Library Science and Documentation, Madrid (Spain) and that is based on a course on the same subject taught in English at Texas Women's University. Although the use of DIALOG presupposes a knowledge of English, this guide is presented in Spanish for the convenience of its intended audience. In addition, DIALOG is constantly improving its software and the details and recommendations here are based on the software available in April 1994. The lessons cover (1) online information retrieval; (2) databases; (3) production, structure, and organization of databases; (4) determination of the user's objectives through interviewing and beginning the online search; (5) the search process; (6) DIALOG rules; (7) rules and techniques for DIALOG searches; (8) online searching as a communication process; (9) characteristics of languages and their effectiveness in retrieval; (10) retrieval and indexing; (11) evaluation of search effectiveness; (12) types of search strategies; and (13) DIALINDEX and OneSearch. Appendixes contain possible final examinations, transparencies, practice exercises, and instructions for connecting to DIALOG. (SLD)

ED 374 806 IR 055 202

Crump-Dumesnil, Elizabeth; Anderson, Tigge Anne
Bibliography of Learning and Teaching Resources To Support Cultural Diversity.
PUB DATE- Feb 94

IDENTIFIERS- Indiana; *Outcome Based Education

This report was produced by the 18 participants enrolled in a week-long summer institute conducted at the Center for Excellence in Education at Indiana University and sponsored by the Indiana Department of Education. The purpose of this institute was to give school people the time and resources to identify and apply technological solutions to restructuring issues. Working in small groups, the participants investigated how technology might support the following areas of restructuring: authentic assessment; learning styles and multiple intelligences; life-long learning; outcome-based education; student-as-worker; and thematic instruction. Participants formulated inquiry questions; reviewed professional journal articles; read books; conducted ERIC searches; interviewed local, state, and national experts; and explored software and hardware. Each group submitted a finished report. This document is a compilation of those six reports. Each group report contains the following components: a brief description of the group members; a definition and description of the inquiry topic; issues, concerns, and problems in implementing the topic; inquiry questions; resources and references; reviews of articles and software; scenarios or outlines of implementation strategies; and final comments. (JLB)

ED 374 824 IR 055 227

Callison, Daniel; Knuth, Rebecca
The AIME Statewide Survey of School Library Media Centers: Expenditures & Collections.
PUB DATE- 94
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- Audiovisual Aids; Books; Electronic Equipment; Elementary Secondary Education; *Learning Resources Centers; *Library Collections; *Library Expenditures; *Library Statistics; *Library Surveys; Media Specialists; *School Libraries; State Surveys
IDENTIFIERS- Indiana

This report is based on an Indiana statewide survey of school library media center collections, budgets, and services which was sponsored by the Association for Indiana Media Educators (AIME). Completed and usable surveys were received from 823 public and private school library media programs representing 44% of the total possible school library programs in the state. Of these surveyed programs, 42% are elementary, 32% are junior high or middle school, and 26% are senior high school. Information on three levels--baseline, comparative, and relationships--is presented through a series of questions so that practicing school library media specialists and school administrators can clearly identify data that can be applied to their local program. Part A contains the following data on budget and expenditures: average amount invested, per pupil, for the purchase of books, periodicals, and equipment; the average amount, per pupil, obtained for school library media center programs from federal funding, Indiana Capital Projects, and gift sources; and the average dollar amount, per pupil, for total program expenditures. Part B contains information on school library media program collections, including average number, per pupil, of titles and volumes of books, audiovisual titles, computer and video programs housed in the library; average number of items--materials or equipment--per pupil, added to and deleted from the library; the ages of the book and included the following: (1) approximately 40% of the students reported that they were unable to enroll in all the classes they wanted in the current semester, while 68% of these students reported full classes as the main barrier; (2) one-third said they would have to cut back on the number of classes, and 12% said they might have to drop out of school, as the result of planned fee increases; (3) for the 4% of the students who already had a bachelor's degree, and thus were subject to higher fee increases, 38% indicated that they would be forced to leave the college; (4) the total FTE loss was estimated at 1,583 FTES; and (5) students receiving financial aid were less likely to be impacted than the general population. An analysis conducted subsequent to the spring 1993 fee increases indicated that students did not drop out at the rates suggested by their survey responses and that drop-outs were compensated by new student entries which actually increased FTE rates over the previous spring. The survey instrument is included. (KP)

ED 374 842 JC 940 531

Debow-Makino, Ginger; And Others
Attitudes on Staff Participation and the Acceptance of Women and Minorities at Delta College: Results of a Staff Opinion Survey Made in Response to an Accreditation Report Recommendation. Research Report.
PUB DATE- May 93
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Affirmative Action; Attitude Measures; Blacks; Community Colleges; Diversity (Institutional); *Employee Attitudes; Females; Hispanic Americans; *Institutional Environment; Males; *Organizational Climate; Participant Satisfaction; *Participative Decision Making; School Surveys; Two Year Colleges
IDENTIFIERS- *San Joaquin Delta College CA

In response to an accreditation team's concern over the status of affirmative action, the campus atmosphere toward women and ethnic minorities, and involvement of staff in decision-making at San Joaquin Delta College (SJDC), in California, the college conducted a survey of staff attitudes. A questionnaire was distributed to all 942 full- and part-time faculty, administrators, and classified staff in December 1992, resulting in 359 usable responses for a sample that closely matched college demographics. Survey findings included the following: (1) 45% of the respondents agreed and 9% disagreed that SJDC was making a strong effort to recruit women into management, while for women only 30% agreed compared to 60% of men; (2) 67% of the male respondents disagreed that sexism was a major problem at the college, compared to 40% for females; (3) staff as a whole indicated that SJDC was making a strong effort to recruit minorities and that they were well represented in management positions, while both Hispanic and Black employees indicated disagreement; (4) only 26% of the staff believed that committees created to expand shared governance had much influence on major decisions, compared to 34% who did not believe so and 40% who were neutral or had no opinion; and (5) analysis of the findings offered insight into unity and dissension of staff attitudes, with Black, Hispanic, and classified staff members workers more likely to give negative responses and managers, men, and full-time faculty

Bolduc, Trudy; Lafrance, Glenys
A College Trustee's Policy-Making Primer: The Role of a Policy Board in Governing Policy-Making.
PUB DATE- 18 Jul 94
NOTE- 25p.; Some graphics are dark and contain small type. Paper presented at "Leadership 2000," the Annual International Conference of the League for Innovation in the Community College and the Community College Leadership Program on Leadership Development in Community Colleges (6th, San Diego, CA, July 17-20, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Guides; *Administrator Role; College Governing Councils; Community Colleges; Foreign Countries; *Governing Boards; *Policy Analysis; *Policy Formation; *Trustees; Two Year Colleges
IDENTIFIERS- College Cambrian College ON

This guide to the policy-making functions of community colleges' boards of trustees is based on a 3-year operational review conducted by Cambrian College in Sudbury, Ontario (Canada). The guide begins by outlining the purposes and processes of Cambrian's governance self-study. Next, differences among Canadian colleges that affect the role of their boards in policy making are noted, including age, size, and governance structure. The characteristics of five types of boards (i.e., working, administrative, administrative/management, management/policy, and policy boards) are outlined next. A list of the characteristics of effective policy boards is followed by lists of the responsibilities of a policy board for a medium-to large-sized college, and of the processes required for board effectiveness. Quotes that illustrate how academics view policy are followed by statements defining and establishing the purpose of governing policies; e.g., governing policies must be future-oriented and above day-to-day operations and the pressures and crises of the moment. Comments on levels of policy (i.e., mission and values; and governing, executive, and operating policy) are followed by charts illustrating areas of policy making and approaches to policy making on the issues of staff development, expense reimbursement, copyright, and graduation requirements by policy level. Guidelines for the governance of policy development cover the steps of identification of need, formulation, adoption, implementation, and review and evaluation of the policy. Next, a checklist provides a framework for individual trustees to use in analyzing the development, establishment, and review of their Board's governing policies and for staff to use in carrying out their related functions. Concluding comments discuss the related issues of policy making and leadership. Contains 10 references. (KP)

ED 374 861 JC 940 554

Santa Rita, Emilio
Counseling Faculty Development Program.
PUB DATE- 94
NOTE- 74p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.

teachers is not common nationwide, responses from Arizona practitioners were mixed regarding program continuation or discontinuation, and that recently certified teachers generally favored the continuance of statewide certification of faculty. Finally, fiscal effects are listed for the three scenarios considered by the study team. Appendixes provide survey instruments and detailed responses from the surveys of nationwide certification practices, Arizona community college personnel, and certified individuals and state rules for community college certification. (KP)

ED 374 878   JC 940 582

Walters, Judy E.
Registration Priorities: A Report.
PUB DATE- 8 Sep 94
NOTE- 52p.; Prepared as Agenda Item Number 16 for a Meeting of the Board of Governors of the California Community Colleges (Sacramento, CA, September 8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Admission Criteria; College Admission; *Community Colleges; *Educational Practices; *Enrollment Management; *Retrenchment; School Holding Power; *School Registration; State Surveys; Two Year Colleges; Use Studies
IDENTIFIERS- *California Community Colleges

In May 1993, the California Community Colleges' Board of Governors adopted systemwide guidelines recommending student registration priorities to help address current discrepancies between available resources and courses and the colleges' open-door mission. This report describes the guidelines and results of a study conducted to determine their implementation at the colleges, as well as other enrollment management (EM) initiatives in use. First, background on the guidelines indicates that due to funding reductions, the colleges have cut course sections by 10% since 1990 and have experienced a 9% decrease in headcount enrollment since 1990. Next, findings from the study of college practices are presented, including the following: (1) only 4 of the 107 community colleges in the state did not have formal registration priorities, while for the 103 with priorities, the most common criteria were continuing students, disabled/equal opportunity students, units completed, and matriculated students; (2) 28 of the colleges with priorities follow the Board's guidelines by designated students with baccalaureate degrees as the lowest priority, and (3) with respect to changes from 1992-93, matriculated and returning students, units completed, and grade point average increased most in use. Finally, information is provided on other EM practices in use, including adjustments to curricula, marketing, admissions/registration processes, retention strategies, pricing, and delivery methods. Appendixes provide the Board guidelines, the survey instrument, detailed survey results from 1992-93 and 1993-94 studies, and data on EM activities at the colleges. (KP)

ED 374 879   JC 940 583

Report on Staffing and Salaries, Fall 1993.
PUB DATE- Jun 94
NOTE- 139p.; For the 1990 report, see ED 335 094.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.

coordinated with other essential community services; and (7) health education should help Americans become informed consumers. The brochure includes information about the needs of pregnant women, newborns, infants, young children, adolescents, and workers, along with a participant list, glossary of terms, and mission statements for participating organizations. (AC)

ED 374 897 PS 022 709

Karr, Jo Ann
Getting Professional: Preparing To Work with Young Children.
PUB DATE- 18 Jun 94
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Credits; College Students; College Transfer Students; *Educational Attitudes; Elementary Education; Higher Education; *Student Attitudes; Teacher Education; Teacher Effectiveness; *Teacher Employment; *Teacher Role; *Teaching (Occupation)

This essay discusses the concerns of college students and graduates regarding the teaching profession, and reviews the experiences of a former teacher who is now a university professor of education. The problem of credit transfer between community college and university programs is examined, along with the job market for new teachers. Prospective teachers need to maintain good grades, engage in leadership and volunteer activities, take part in professional organizations, and develop a marketable specialty. Prospective teachers should not avoid big-city schools when seeking employment, despite the substandard conditions and poor schools in some areas. Many effective, though largely unpublicized, schools and programs exist in the inner cities. The contributions that a dedicated teacher can make in a school with students from low socioeconomic backgrounds, even with limited resources, are significant and highly rewarding. (MDM)

ED 374 898 PS 022 711

Infant Mortality: District Profiles for the Congressional Black Caucus, 102nd Congress. Report for the Congressional Black Caucus.
PUB DATE- 17 Jul 92
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Birth Weight; *Blacks; Child Health; Demography; *Infant Mortality; *Mortality Rate; Prenatal Care; *Profiles; Racial Differences; *Whites
IDENTIFIERS- Congressional Black Caucus; United States

This report provides an overview of infant mortality rates in congressional districts represented by members of the Congressional Black Caucus (CBC). The 1989 or 1990 mortality rates for Blacks and Whites for the 25 districts represented by CBC members are presented, as well as rates for the overall population. An appendix provides data on Black, White, and overall mortality rates in the United States from 1970 through 1989, and infant mortality, low birth weight, and prenatal care by race and state for 1989. The report notes that in 1989, the infant mortality rate among Blacks was 17.7 per 1,000 live from 80 homes of 5-year-olds through observation and supplemented by audiotaped sessions. The analysis sought to identify the social rules and constraints governing the amount, style, and content of the information transmitted to the child. Qualitative and quantitative analysis revealed that communication was influenced by the variables of age and sex of the communicator, and that these differences were related to seniority and the female gender. In the spontaneous interactions that were observed, children received a greater proportion of information from their peers than from adults. In the audiotaped sessions, which sought to record standardized school-based tasks, older children (especially girls) and adults took on a more active role in interacting with the children. The results suggest that to improve the children's academic achievement, intervention should focus on stimulating the interest and participation of the family members who influence the child. (BAC)

ED 374 918 PS 022 786

Goodman, Gretchen
Inclusive Classrooms from A to Z: A Handbook for Educators.
PUB DATE- 94
NOTE- 201p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Class Activities; *Cooperative Learning; Disabilities; Elementary Education; Group Activities; *Inclusive Schools; Individualized Education Programs; *Mainstreaming; *Special Needs Students
IDENTIFIERS- McGill Action Planning System

This handbook provides a guide for teachers on including children with special needs in the regular classroom. Different aspects of inclusion and its process are elaborated by way of 26 tips which concern: (1) acceptance; (2) belonging; (3) cooperation; (4) diversity; (5) the process of inclusion; (6) friendship; (7) students' gifts and talents; (8) helping each other; (9) individualized education program or plan; (10) jargon; (11) development of an action plan; (12) lesson adaptations; (13) the McGill Action Planning System (MAPS); (14) neighborhoods; (15) organization; (16) parents; (17) questions; (18) rules; (19) support; (20) teams; (21) use of resources; (22) visitations; (23) a rational for inclusion; (24) expectations; (25) teacher strengths; and (26) zero rejection. Corresponding to these are hands-on activities and strategies, and, in the form of blackline masters for photocopying, various forms and checklists for implementing inclusion in the classroom. An appendix contains a sample evaluation report and the blackline masters with responses filled in. Also provided is a bibliography, a children's bibliography, and a list of related organizations and resources. (BAC)

ED 374 919 PS 022 787

Simeonsson, Rune J., Ed.
Risk Resilience and Prevention: Promoting the Well-Being of All Children.
PUB DATE- 94
NOTE- 384p.
LANGUAGE- English

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Career Planning; Decision Making Skills; *Dropout Programs; *Dropouts; Education Work Relationship; Higher Education; *High School Equivalency Programs; Job Skills; Mexican Americans; *Migrant Education; Migrant Programs; *Migrant Youth; Parent Education; Postsecondary Education; Secondary Education

This bilingual newsletter (English and Spanish) provides information to migrant youth who have dropped out of school. Typical newsletter articles focus on the importance of education and include items describing the experiences of migrant youth who have obtained their G.E.D. or enrolled in vocational or college programs. Topics treated include paying for college, eligibility for tax credits, drug and alcohol education, career information, entry level job skills, parenting skills, career planning, readiness for marriage, basic first aid, importance of voting, job seeking skills, English-as-a-Second-Language classes, military careers, Job Corps programs, AIDS information, setting goals, good work habits, scholarships for migrants, increasing self-esteem, profiles of famous Hispanics, high school equivalency programs, etc. Newsletters include numbers of free telephone hotlines and names of contacts for additional program information and assistance. (LP)

ED 374 936   RC 019 783

Williams, Marium T.
A Primary Change from Within a Rural Kentucky School District.
PUB DATE- 90
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Assistant Principals; *Change Strategies; *Curriculum Development; *Educational Change; Educational Practices; Elementary Schools; Inservice Teacher Education; *Primary Education; Reading Instruction; Rural Education; *Rural Schools; Teacher Attitudes
IDENTIFIERS- *Developmentally Appropriate Programs; High Scope Model; Kentucky Education Reform Act 1990; *Nicholas County School District KY

This paper describes how a vice principal at a rural Kentucky elementary school successfully implemented curriculum changes to meet the learning needs of young children. The change process also addressed the concerns of kindergarten teachers frustrated with the demands of teaching basal reader activities that eliminated explorative play and other developmentally important activities. Initially, two kindergarten teachers and two administrators attended training sponsored by the Parent and Child Education Program (PACE). PACE advocates the use of the High Scope curriculum, which is based on a child-centered, active-learning approach. By the next school year, classrooms were redesigned and an individualized curriculum was in place. Meetings were held with kindergarten parents to prepare them for program changes. Parents had positive reactions and, after witnessing the benefits of the curriculum, wanted this same approach to carry over to the first grade. Although first-grade teachers were critical of the approach, they agreed to attend training and try some of the advocated practices. The following summer, primary teachers, special education teachers, the

DESCRIPTORS- *Community Development; Economic Change; *Economic Development; Elementary Secondary Education; Foreign Countries; Higher Education; Local Government; Program Descriptions; Public Policy; Rural Areas; *Rural Development; *Rural Economics; Rural Education; *Shared Resources and Services
IDENTIFIERS- Canada; Europe; *Rural Restructuring; United States

This book examines cases of rural community development initiatives in the United States, Canada, and Europe, identified during a study of multicommunity collaboration projects. Section 1 includes 36 community development ideas operating at provincial, regional, and local levels. Included are ideas such as bank community development corporations, educational shadowing programs, community equity funds, community development resource centers, community or regional festivals, and a community business directory. The second section includes community development guidelines related to rural community survival, coping with change in small towns, recruiting new leaders, community self-renewal, linkage strategies in community economic development efforts, characteristics of an effective team, stages in local economic development, and measuring prosperity according to inflow and outflow of monies. The third and fourth sections describe 41 programs and 26 development institutes and centers that focus on information, formal education, and leadership development; networking and coordination; community development contests; community economic development; community and rural development; policy development; cooperative development; and community development funding schemes. The last section of the book profiles newsletters devoted to information on rural economic development. Appendices include definitions of terms and a bibliography of over 70 selected readings on developmental and related concepts. (LP)

ED 374 953 RC 019 815

Kids, Schools, & Health: Where Do We Stand? Results of the 1993 New Mexico Youth Risk Behavior Survey of Native American Schools.
SPONS. AGENCY- Center for Chronic Disease Prevention and Health Promotion (DHHS/CDC), Atlanta, GA. Adolescent and School Health Div.; New Mexico State Dept. of Education, Santa Fe.
PUB DATE- 30 Nov 93
NOTE- 26p.; Some figures may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- American Indians; Drinking; Drug Use; Eating Habits; Health Education; High Schools; *High School Students; Physical Activity Level; *Risk; *Self Injurious Behavior; Sexuality; Smoking; Statistical Surveys; *Student Behavior
IDENTIFIERS- Health Behavior; *Native Americans; New Mexico; *Youth Risk Behavior Survey

This report summarizes the major results of a youth risk behavior survey administered to 1,549 students (grades 9-12) in 14 New Mexico schools identified as predominantly "Native American." The purpose of this report is to stimulate useful discussions into ways to increase informed support for effective, school-based comprehensive health education programs. A similar report presents results from schools not identified as "Native American." Of responding students, 77.5 percent described themselves as Native American or Alaska Native. After a brief description of the survey methodology, statistics and graphs are presented in the following areas: (1) unintentional and intentional injuries relating to motor vehicles, violence, and

1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Experiential Learning; High Schools; *High School Students; *Mathematical Applications; *Mathematics Instruction; Models; *Problem Solving

Students need in-school mathematical experiences to build on and formalize the mathematical knowledge they gain in out-of-school situations. This paper presents illustrations from research that was conducted to better understand how mathematics practice and problem solving in everyday work situations compared to secondary students' solutions of the same problems. A research framework for studying the interplay between sociocultural and cognitive developmental processes is described. The framework consists of three analytic components: (1) goals that emerge during activities, (2) cognitive forms and functions constructed to accomplish those goals, and (3) interplay among the various cognitive forms. The paper concludes by linking the framework to classroom practice. Contains 23 references. (MKR)

ED 374 974 SE 054 927

Huang, Shwu-Yong L.; Waxman, Hersholt C.
Investigating Middle School Students' Technology Use in Mathematics through Systematic Classroom Observation.
SPONS. AGENCY- Eisenhower Program for Mathematics and Science Education (ED), Washington, DC.
PUB DATE- Apr 94
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Calculators; *Computer Uses in Education; Elementary School Students; Intermediate Grades; Junior High Schools; Junior High School Students; *Mathematics Instruction; Middle Schools; Use Studies
IDENTIFIERS- *Middle School Students

Since there are many criticisms of self-reported assessments of technology use, it is important to observe the actual extent to which technology is used in classrooms and to look specifically at the technology use of individual students, because it may differentiate the academic success or failure of these students. The present study conducted systematic observations in multi-ethnic middle school mathematics classrooms to examine whether or not there were gender, ethnic, or grade-level differences in 1,315 students' use of technology. The school district selected for the study is located in the vicinity of a major metropolitan city in the south central United States. The multivariate analysis of results revealed that there were only grade-level differences among students in their use of technology. Contains 27 references. (MKR)

ED 374 975 SE 054 931

Poirier, Louise
Conceptual and Developmental Analysis of Mental Models: An Example with Complex Change Problems.
PUB DATE- Apr 94

Experiments; *Science Process Skills
IDENTIFIERS- *Hands On Science

Often elementary and junior high teachers search for effective, inexpensive, and easy-to-understand science activities. This document was designed with those teachers and their students in mind. It provides hands-on science activities that focus around three components: (1) themes--broad, unifying ideas that pervade science, math and technology; (2) processes--the techniques used to develop and test scientific concepts; and (3) concepts--including the vocabulary and the key information children need to develop and communicate scientific ideas. Over 45 activities related to matter, change and energy are presented. (ZWH)

ED 374 996 SE 055 235

Active, Meaningful Mathematics Learning: A Guidebook.
PUB DATE- 94
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Constructivism (Learning); *Educational Change; Elementary Secondary Education; *Mathematics Education; *Program Evaluation; Student Evaluation; *Teacher Education Programs; Technology
IDENTIFIERS- *NCTM Curriculum and Evaluation Standards; NCTM Professional Teaching Standards; *Reform Efforts

The National Council of Teachers of Mathematics' (NCTM) Curriculum and Evaluation Standards and Professional Standards for Teaching Mathematics grew out of the Council's vision for developing a confident command of mathematics in all students. This booklet provides a brief overview of the NCTM Standards--the important components, the underlying beliefs, and the changes that need to be made in school mathematics. Also included are examples of successful mathematics programs that mesh with the NCTM Standards and a checklist for comparing mathematics activities in schools with the NCTM Standards. Components considered are: student learning, content and process, curriculum and instruction, assessment, and technology. Annotations including contact information are provided for: the Algebra Project, Cognitively Guided Instruction, College Preparatory Mathematics Program, Comprehensive School Mathematics Program, Core-Plus Mathematics Project, Michigan Mathematics Inservice Project, Middle Grades Mathematics Project, and The University of Chicago School Mathematics Project. (MKR)

ED 374 997 SE 055 236

Active, Meaningful Science Learning: A Guidebook.
PUB DATE- 94
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Educational Change; Elementary Secondary Education; Science Curriculum; *Science Education; Science Programs;

Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Child Abuse; *Citizenship Education; Consumer Protection; Correctional Rehabilitation; Courts; Criminal Law; Drug Legislation; Family (Sociological Unit); Instructional Materials; Juvenile Justice; Law Related Education; Police; Secondary Education; Social Studies; Torts
IDENTIFIERS- Business Law; Street Law; Utah Law Related Education Project

This textbook for high school students on law in Utah supplements "Street Law: A Course in Practical Law," a program in law-related education in use across the United States. The introduction explains the meaning of law, how laws are made in Utah, and the functions of the state court system. Following chapters elucidate the branches of law, including criminal, juvenile, consumer, family, and housing law. The book also covers torts, rights, and responsibilities. Each chapter focuses on the special features of Utah law, the legal process, and the state agencies that create and enforce the law. In the section on criminal law, the descriptions of crimes provide specific definitions, aggravating circumstances, and punishments. The chapter that covers housing law presents samples of real estate contracts that illustrate the technicalities of the law. At the end of the book is a glossary of the legal terms used in the text. (JD)

ED 375 020   SO 024 030

Soucy, Donald, Ed.; Stankiewicz, Mary Ann, Ed.
Framing the Past; Essays on Art Education.
PUB DATE- 90
NOTE- 238p.; Forward written by Foster Wygant.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141),Historical Materials (060)
DESCRIPTORS- *Art Education; *Educational History; Foreign Countries
IDENTIFIERS- Canada; England; Peabody (Elizabeth Palmer); Scotland

This collection of essays presents the history of art education from a variety of perspectives. Traditional and revisionist issues are seen from broad overviews and through specific concerns. Textual analysis, cultural transmission, and prominent philosophies are discussed. Thirteen essays include: (1) "A History of Art Education Histories" (Donald Soucy); (2) "Elizabeth P. Peabody's Quest for Art in Moral Education" (Robert J. Saunders); (3) "From Old to New Scotland: Nineteenth Century Links between Morality and Art Education" (B. Anne Wood; Donald Soucy); (4) "The Massachusetts Drawing Act of 1870: Industrial Mandate or Democratic Maneuver?" (Paul E. Bolin); (5) "South Kensington in the Farthest Colony" (F. Graeme Chalmers); (6) "Rules and Invention: From Ornament to Design in Art Education" (Mary Ann Stankiewicz); (7) "Culture for the Masses: Art Education and Progressive Reforms, 1880-1917" (Patricia M. Amburgy); (8) "Art Education in the Twentieth Century: A History of Ideas" (Arthur Efland); (9) "Memory Drawing and Visualization in the Teaching of Robert Catterson-Smith and Marion Richardson" (John Swift); (10) "Art Education Curriculum in British Columbia between the Wars: Official Prescription--Unofficial Interpretation" (Anthony W. Rogers); (11) "Educating in Contemporary Art: The First Decade of the London Institute of Contemporary Arts" (David J. Thistlewood); (12) "Cultural Factors in Art Education History:

ED 375 040 SO 024 338

McWhirter, Darien A.
The Separation of Church and State. Exploring the Constitution Series.
PUB DATE- 94
NOTE- 189p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Citizenship Education; *Constitutional Law; Government (Administrative Body); Instructional Materials; *Law Related Education; Secondary Education; Social Studies; *State Church Separation; *United States History
IDENTIFIERS- Supreme Court; United States Constitution

This textbook on the separation of church and state continues the "Exploring the Constitution Series," which introduces important areas of constitutional law. Intended to serve either as a reference work, a supplement to a standard textbook, or as the textbook for a course, this volume covers the constitutional issues of prayer in public schools, government support for private religious schools, the use of religious symbols by government, the right of school children to refuse to recite the Pledge of Allegiance, the rights of conscientious objectors, and the appeal to religion as an excuse for breaking the law. The introduction elucidates the historical background for the separation of church and state with a discussion of John Locke, Baron de Montesquieu, and colonial America. Each substantial chapter on a constitutional issue explains the setting of the debate, provides opinions and dissents from several Supreme Court cases, and offers discussion questions. The book closes with a glossary of legal terms, suggestions for further readings, and two appendices containing the United States Constitution and the Bill of Rights. (JD)

ED 375 041 SO 024 339

Violence in the Schools: Developing Prevention Plans. Staff Development Training Manual. Exercises in Participation Series.
SPONS. AGENCY- American Bar Association, Chicago, Ill. Special Committee on Youth Education for Citizenship.; Constitutional Rights Foundation, Los Angeles, Calif.; Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.; National Inst. for Citizen Education in the Law, Washington, DC.; Phi Alpha Delta Law Fraternity International, Washington, DC.; Social Science Education Consortium, Inc., Boulder, Colo.
PUB DATE- May 94
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Citizenship Education; Discipline; Educational Environment; Elementary Secondary Education; Law Related Education; *School Security; Social Studies; *Staff Development; *Training; *Violence

This training manual complements the textbook "Violence in the Schools: Developing Prevention Plans." The curriculum

Institute specializes in law-related education, with programs in criminal, family, and consumer law, civics, great historical trials, practical law for prisoners, mock trials, mediation, and human rights. In addition to textbooks, audio-visual materials, and examinations that accompany these programs, the catalog identifies articles that explain the programs. Each listing includes an abstract of the material and a guide to where it can be obtained. An order form is included. (JD)

ED 375 060 SO 024 538

Routier, Wanda J., Comp.
Suggestions, Comments, Tips and Hints for Teaching Law-Related Education to Students with Disabilities from Educators Nationwide. Teacher Talk.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 14 Dec 93
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Citizenship Education; Civil Liberties; Delinquency; *Disabilities; *Law Related Education; Learning Activities; Secondary Education; Social Studies; *Special Education; Teaching Methods
IDENTIFIERS- *Law Related Educ Prog for Stu with Disabil

Compiled from teachers' responses during the 1992-93 school year, this guide presents suggestions and comments for educators involved in the Law-Related Education Program for Students with Disabilities, a program funded by the U.S. Department of Education. The teachers whose comments are featured in this guide represent high schools, middle schools, and juvenile detention centers from across the United States. They offer advice on teaching rights to students with learning, mental, emotional, behavioral, hearing, or vision disabilities. The teachers explain the training they underwent, the obstacles faced, including disciplinary problems, and the projects they pursued with students, such as field trips to courts and the creation of law-related education hypercard stacks. In one segment, Mary Jane Breen and Flemming Godiksen, teachers at Bucks County Technical School, Bucks County, Pennsylvania, illustrate how they tailored the program to their students' interests by teaching about the Americans with Disabilities Act. (JD)

ED 375 061 SO 024 539

Armancas-Fisher, Margaret, Ed.; Gray, Grayfred B., Ed.
A Manual for Teaching Law Students To Teach Law. Project Director's Manual.
SPONS. AGENCY- Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.
PUB DATE- 90
NOTE- 234p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Citizenship Education; Higher Education; Instructional Materials; Intermediate Grades; *Law Related Education; Law Students; Legal Education (Professions); Middle Schools; Resource Materials; Secondary Education; Social Studies
IDENTIFIERS- Street Law

Defining "Good" Music Teaching: Four Student Teachers' Beliefs and Practices.
PUB DATE- May 94
NOTE- 34p.; Paper presented at the Qualitative Methodologies in Music Education Research Conference (Urbana, IL, May 19-21, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Classroom Techniques; Definitions; *Educational Philosophy; Elementary Secondary Education; Higher Education; *Music Education; Music Teachers; Preservice Teacher Education; Qualitative Research; *Student Teacher Attitudes; Student Teachers; Teacher Characteristics; *Teacher Effectiveness; *Teaching Methods

This qualitative research study, using data gathered through participant observation and interviews, explored the definitions of "good" teaching held by four student teachers in instrumental music. Aspects of each one's beliefs regarding the personal qualities, instructional practices, and management strategies of "good" teachers are presented. Their understandings appeared to be individually constructed from a variety of experiences with their parents, peers, teachers, cooperating teachers, and students--experiences which they explicitly and tacitly transformed into principles of "good" teaching. Each student teacher engaged in ongoing refinement of a personal definition of "good" music teaching, consistently filtering potential elements of that model. Their definitions of "good" teaching were influenced by university music education courses, but because of the strength of prior beliefs, each one learned a different version of what was taught. The paper concludes that: (1) the preservice teachers appeared to derive the majority of their teaching practices from their own experience as students; (2) expanding the range of each preservice teacher's experiential understandings of "good" teaching may contribute to more thoughtful practice; (3) effective supervisory communication requires far greater time than is usually allotted; and (4) student teachers appeared to seek an "educative community," a model of teacher education involving both partnership and process. (Contains approximately 80 references.) (JDD)

ED 375 080 SP 035 432

Schmidt, Margaret; Knowles, J. Gary
Four Women's Stories of "Failure" As Beginning Teachers.
PUB DATE- Apr 94
NOTE- 40p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-10, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Teachers; Case Studies; Classroom Techniques; Cooperating Teachers; Elementary Secondary Education; *Failure; Females; Higher Education; Interpersonal Relationship; *Practicum Supervision; Preservice Teacher Education; *Self Concept; Student Experience; *Student Teachers; Student Teacher Supervisors; Student Teaching; *Teacher Characteristics; Teacher Supervision

This study focused on the "failure" experienced by four female novice teachers who were successful in university course work

16 students were developing a reflective approach toward practice in the field. Their reflective writing was primarily at the lowest level (descriptive) with a few instances of dialogic reflection. Case studies of four of the students revealed that they demonstrated greater complexity of thought in spoken than in written reflections. Concerns for classroom control and management dominated the content of students' early reflections. Later reflections moved from survival concerns to task concerns and, at times, impact concerns. The reflective activity of the students appeared to take the form of self-dialogue, mediating the expression of feelings with that of the context. Students recognized the need to have more time made available for professional discussions with their supervising teacher, tutor, and peers. A detailed case study of one student is appended. (Contains 44 references.) (JDD)

ED 375 097 SP 035 463

Baird, John R.; Hagglund, Sven-Olof
Teacher Collaborative Action Research: A Swedish Adaptation of an Australian Project.
PUB DATE- Jul 94
NOTE- 15p.; Paper presented at the Annual Conference of the Australian Teacher Education Association (24th, Brisbane, Queensland, Australia, July 3-6, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Action Research; *Discussion Groups; *Educational Improvement; Foreign Countries; Inservice Teacher Education; *Metacognition; *Professional Development; Program Development; Secondary Education; Secondary School Teachers; Teacher Effectiveness; Teaching Methods
IDENTIFIERS- Australia; Sweden; *Teacher Collaboration

The Project for Enhancing Effective Learning (PEEL) is a well-established Australian example of teacher collaborative action research. The aim of the project, which began in a secondary school in Melbourne, Victoria (Australia) and later spread to other countries, is to improve the quality of students' classroom learning through practice in purposeful enquiry and to help teachers become more independent and interdependent by enhancing their awareness, responsibility, and control of their teaching. The project uses a collaborative action research model, with regular group meetings among teachers, sometimes supplemented by university academics, to share ideas and experiences and to maintain motivation. The group meetings identify good learning behaviors and then devise specific teaching procedures that foster one or more of the good learning behaviors. The project was felt to be successful because it arose from teachers' own needs and concerns about classroom teaching and learning, teachers remained in control of the project's implementation, and teachers worked together for improvement. The importance of the support of senior school staff and the need for effective training of group leaders are emphasized. The project is being implemented at a Swedish school, with teachers reflecting on their own classroom practice and searching for the meaning behind the decisions they make and the behaviors they exhibit. (Contains 11 references.) (JDD)

ED 375 098 SP 035 464

Brazier, Rebecca; Lange, John

athletic interest form; the Attorney General's opinion on logos; the State Superintendent's letter to district administrators; resources; and Section 118.13 Wisconsin Statutes. (LL)

ED 375 115 SP 035 492

Asthma Awareness: Curriculum for the Elementary Classroom.
PUB DATE- Sep 93
NOTE- 75p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Asthma; Curriculum Guides; Elementary Education; Elementary School Students; Elementary School Teachers; *Health Education; Integrated Curriculum; *Learning Activities; *Lesson Plans; Resource Materials; *Special Health Problems

Asthma is the most common chronic childhood condition and a leading cause of school absences. With asthma occurring in almost every classroom in America, this curriculum guide, developed for use by elementary school children, suggests that teachers integrate an asthma lesson into a comprehensive health education curriculum. The lessons include suggestions for math, science, art, and language arts and can be integrated into the social sciences as they relate to getting along with others and learning about community resources. There are two 30-minute lessons for grades K-3 and 4-6. The lessons are designed to: (1) develop a basic understanding of asthma and help correct misinformation; (2) inform students about appropriate actions that can help people with asthma; and (3) provide resources to share with parents and other family members. In addition, the resource section provides information to help teachers learn more about asthma before teaching the lessons. Pre- and post-tests for grade K-3 and grade 4-6 students, a letter to parents written in both English and Spanish, and activity sheets including hidden pictures, mazes, crosswords and scenarios are included. (LL)

ED 375 116 SP 035 493

Morton, Sara; And Others
Academic Standards for Interscholastic Athletic Participation.
SPONS. AGENCY- North Carolina State Board of Education, Raleigh.
PUB DATE- Nov 93
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Achievement; *Eligibility; *Extramural Athletics; High Schools; High School Students; Legal Responsibility; *Performance Factors; *Policy Formation; *State Standards
IDENTIFIERS- Performance Monitoring

High school academic eligibility rules for interscholastic athletic participation have been imposed by 50 states and the District of Columbia. The purpose of the eligibility rules is to emphasize excellence in academics over athletic performance and to enhance the academic performance of athletes. This policy paper synthesizes current literature, reports on the findings of states that have evaluated the effects of the policies; and clarifies issues which require further study. The document is organized in the following sections: (1) academic

Reflection and Empowerment.
PUB DATE- Jul 94
NOTE- 33p.; Paper presented at the Annual Meeting of the Australian Teacher Education Association (24th, Brisbane, Queensland, Australia, July 3-6, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Action Research; Career Change; *Cognitive Restructuring; Craft Workers; *Cultural Context; *Educational Psychology; Foreign Countries; Higher Education; Learning Strategies; Males; Preservice Teacher Education; Prior Learning; Secondary Education; Teacher Attitudes; Teaching (Occupation); Technical Institutes; *Trade and Industrial Teachers; Transitional Programs
IDENTIFIERS- Australia; *Reflection Process; *Teacher Empowerment

This paper interprets a tale of resistance and its dissolution in an Educational Psychology class of male tradespeople employed as Technology Studies teachers in Secondary Colleges. Changes in identity required by the transition from manual to mental labor are so difficult that negativism and an aggressive pupil control ideology permeate the groups' cultures. To assist the students to better understand their own circumstances, a strategy was employed at the beginning of the course that involved a discussion of the fictional, but culturally-specific story of an individual negotiating the dilemmas of his new career and lifestyle. The process facilitated self-disclosure among participants and provided a 'loan of consciousness' through which the group might reconceptualize their own experiences. A cultural 'transition' appeared to occur, providing conditions under which reflection on one's own ideology and practice might proceed. An important outcome of the discussions was an increasing use of compassionate, just and effective strategies, when working with their own pupils, and an openness to learning in other teacher education courses. "People Becoming Teachers and Students: A Case-Study" is appended. (Contains 50 references.) (Author/LL)

ED 375 135   SP 035 540

Simpson, T. A.
The Relevance of Early Educators' Ideas for Modern Teacher Educators.
PUB DATE- Jul 94
NOTE- 15p.; Paper presented at the Annual Meeting of the Australian Teacher Education Association (24th, Brisbane, Queensland, Australia, July 3-6, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Development; *Adult Education; Educational Attitudes; *Educational History; *Educational Theories; Foreign Countries; Higher Education; Lifelong Learning; *Modernization; *Relevance (Education); Theory Practice Relationship
IDENTIFIERS- 1920s; 1930s; 1990s; Dewey (John); *Great Britain; Lindeman (Eduard); Mansbridge (Albert); Tawney (Richard Henry); Thorndike (Edward L); *United States; Yeaxlee (Basil A)

This paper explores the ideas of six adult educators from the 1920s to determine the relevance of their thinking to modern adult educators. Three were chose from Britain: Albert Mansbridge, Basil Yeaxlee, and Richard Tawney. From the United States, three influential theorists in the area were Edward

*Grouping (Instructional Purposes); Intonation; Language Tests; Lesson Plans; *Limited English Speaking; Listening Skills; *Literacy Education; *Multilevel Classes (Second Language Instruction); Skill Development; Student Evaluation; Teacher Education; Time Factors (Learning); *Time Management; Visual Aids

This guide is designed for teachers of multilevel classes in English as a Second Language (ESL) at the adult level. The first section discusses principles, methods, and techniques for classroom instruction, including student grouping, appropriate ESL teaching methods (audiolingual, vocational, language experience, natural approach, grouping/layered learning, sheltered English, grammar/translation, and Total Physical Response), designing an effective lesson plan; time factors in the multilevel classroom, evaluation of adult ESL students, and seven unusual techniques for the ESL class. The second section consists of three instructional modules for ESL teacher training: problems and solutions in the multilevel ESL classroom; the bilingual approach in multilevel classes; and developing effective listening skills for non-English speakers. Two lesson units are: intonation of the English language: singing English; and sample lessons designed for the multilevel ESL classroom. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 374 690 FL 800 800

The Literacy Line! Napa Valley Adult School: Final Report.
PUB DATE- 94
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Achievement Gains; Adult Basic Education; *English (Second Language); Health Services; *Inplant Programs; Instructional Materials; Interviews; Limited English Speaking; *Literacy Education; *Occupational Safety and Health; Productivity; Program Evaluation; Questionnaires; Records (Forms); Second Language Instruction; Self Evaluation (Individuals); Spelling; Vocabulary Development; *Vocational English (Second Language)
IDENTIFIERS- Napa Valley; *Winemaking; *Workplace Literacy

This report is an evaluation of an adult workplace literacy and English-as-a-Second-Language program for Napa Valley (California) vineyard workers of limited English proficiency. Many of the classes were held at the worksite. The first section of the report details the project's stated objectives and measures of accomplishment, anecdotal success stories from the perspective of instructors, and data on student achievement for each participating vineyard. Appended materials include a beginning-level oral ESL test, a form-completion test; beginning-level vocabulary; a personal (individualized) spelling list; a vineyard operations vocabulary test; pre- and post-course self-evaluation forms; an oral interview form; a video idea questionnaire; a list of video topics suggested by students; notes and supplementary materials on the video curriculum developed for the project; notes from conference presentations; and a video curriculum evaluation form. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 374 691 FL 800 842

Martz, Nancy B.; And Others

PUB DATE- 89
NOTE- 162p.; Previously published as "Journal of Religion and Aging," Volume 6, Numbers 3/4, 1989. For related documents, see HE 027 713-715.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Age Differences; Aging (Individuals); Church Related Colleges; Counseling Techniques; Curriculum Development; *Gerontology; Higher Education; *Older Adults; *Program Development; *Religion; Religion Studies; Rural Urban Differences; *Theological Education
IDENTIFIERS- *Pastoral Counseling; *Religious Practices; Theology

This collection reports on the Gerontology in Theological Education (GITE) project developed at the Gerontology Center of Georgia State University, which was designed to introduce curriculum on aging into theological education. It focuses on the experiences of the Gerontology Center and three seminaries involved in the project: Candler School of Theology at Emory University, Columbia Theological Seminary, and the Interdenominational Theological Seminary, all in Atlanta, Georgia. Part 1 discusses the integration of gerontology education into seminary curriculum in general and at the 3 seminaries in particular. Part 2 contains nine essays on gerontological and theological disciplines and practices, adapted from presentations given at the Gerontology Center. They include: (1) "Aging and a Meaningful Future" (Theodore H. Ryan); (2) "A Historical Perspective on the Church and the Elderly" (Catherine Gunsalus Gonzalez); (3) "Gerontology and the New Testament" (Lindsey P. Pherigo); (4) "Pastoral Care and Models of Aging" (Charles V. Gerkin); (5) "Christian Education and Older Persons in Congregations" (Edward A. Trimmer and Betsy Styles); (6) "Worship and Gerontology" (Melva Wilson Costen); (7) "Spirituality in the Later Years" (Ben C. Johnson); (8) "Gerontology in Urban and Rural Congregations and Communities" (George B. Thomas); and (9) "Preaching and Aging" (Fred B. Craddock). Individual papers contain references. (MDM)

ED 374 709   HE 027 715

Payne, Barbara; Brewer, Earl D. C.
Introducing Aging Content into the Academic Professional Training of Ministerial Students.
SPONS. AGENCY- Administration on Aging (DHHS), Washington, D.C.
PUB DATE- Aug 88
NOTE- 119p.; For related documents, see HE 027 713-714.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Aging (Individuals); *Church Related Colleges; Course Descriptions; *Curriculum Development; Educational Innovation; *Gerontology; Higher Education; National Surveys; Newsletters; Older Adults; Program Descriptions; Questionnaires; *Theological Education
IDENTIFIERS- Program Characteristics

This report discusses the activities of the Gerontology in Theological Education (GITE) project developed at the Gerontology Center of Georgia State University, which was designed to introduce curriculum on aging into theological education. The project was designed to develop and conduct a basic gerontology course sequence and modules for three Atlanta, Georgia, seminaries: the Candler School of Theology, (Contains 12 references.) (JB)

ED 374 728 HE 027 734

Rendon, Laura I.
Beyond Involvement: Creating Validating Academic and Social Communities in the Community College.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 15 Aug 94
NOTE- 15p.; Keynote address to the American River Community College (Sacramento, CA).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; Academic Persistence; College Freshmen; *Community Colleges; *Educational Environment; Interpersonal Relationship; Nontraditional Students; School Holding Power; Social Environment; *Student Attitudes; *Student College Relationship; *Student Development; *Student Participation; Success; Two Year Colleges; Two Year College Students
IDENTIFIERS- *Academic Community; Diversity (Student); Focus Groups; Involvement in Learning

A study of nearly 100 freshman community college students' perceptions of their educational experiences and motivations through focus group interviews found that, despite high dropout rates, community college students can become successful students. The study concluded that students will be more likely to persist if institutions help them to be successful at negotiating the transition to college, becoming involved in campus academic and social life, and developing positive attitudes about their learning ability. In efforts to involve students in campus life the campus community must know that nontraditional students will not become involved on their own, that simply offering opportunities for involvement is not enough, and that the key to involving students is to create validating academic and social communities in and out of class. What successful students remember are incidents when they experience validation and when faculty, staff, friends or family members actively reached out to them and affirmed them as capable. Colleges can create in-class validating communities by personalizing the atmosphere, by offering one-on-one feedback, and fostering diverse curricula and positive classroom environments. Out-of-class validating environments require a hospitable campus climate, and an institutional climate that connects the cognitive and social dimensions of the college. (Contains 10 references.) (JB)

ED 374 729 HE 027 735

Pascarella, Ernest; And Others
Is Differential Exposure to College Linked to the Development of Critical Thinking?
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Credits; College Freshmen; College Outcomes

ECC program at Ohio University College of Osteopathic Medicine, which places first-year and second-year students in a variety of clinical settings in ambulatory clinics, private offices, and community settings. Program goals are broadly stated; neither explicit objectives nor formal feedback to students is provided. To assess the program, interviews were conducted with 8 faculty and 19 students, covering the length, timing, and structure of the experiences provided; impact of the program; and relationship to the didactic curriculum. Results indicated that students value opportunities to become acclimated to clinical settings before they are thrust into clerkships. Students were especially interested in: observing how physicians interacted with patients and managed their time, understanding how physicians approach clinical problems and make decisions; and recognizing that there is more to medicine than just the textbook. Though ECC programs are often developed to encourage students to enter primary care, students do not report much relationship between ECCs and their career choices. The study concludes that ECC can begin to train students to think like doctors while it initiates them into a community of practice. (Contains 14 references.) (JDD)

ED 374 747 HE 027 753

West, Edwin G.
Reforming Ontario's University Student Loans and Fee Structures. Discussion Series, Issue 1.
PUB DATE- Oct 93
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Finance Reform; Financial Exigency; Foreign Countries; Higher Education; *Income Contingent Loans; Loan Default; *Loan Repayment; Student Costs; Student Financial Aid; *Student Loan Programs; *Taxes
IDENTIFIERS- Australia; *Income Taxes; New Zealand; *Ontario

The Ontario Student Loan Program has experienced problems with default on student loans, as have loan systems in other countries where governments rely mainly on banks and special departments of quasi-public institutions to monitor or police the borrowers. This report discusses the need for radical modifications of the student loan program to enable students and universities to tap more private funding and abolish the present means testing of student loans, and investigates trends in the level and structure of university fees. It offers a summary of changes in student assistance schemes in New Zealand and Australia, which incorporate use of the income tax machinery in the collection of loan repayments and the implementation of an income contingent loan system. The report presents simulations of outcomes of introducing an income contingent loan system, using different assumptions concerning rates of interest chargeable to students, the length of the repayment period, and the minimum income repayment threshold. The report concludes that full incorporation of the tax machinery into the loan collection process would substantially improve the operation of the loan program as it would allow borrowers to spread repayments over a longer period to accommodate fluctuations in their incomes. (Contains 32 reference notes.) (JDD)

ED 374 748 HE 027 754

cocurricular strategies; and (5) other issues. Paragraph-length descriptions of conference presentations are provided, followed by one-to-two-page outlines of 23 of the presentations. Presentations examine such topics as academic advising, electronic journaling, portfolio assessment, community service, developmental curricula, freshmen seminars, mentors, life skills development, early warning of risk of failure, commuter students, and supplemental instruction. (JDD)

ED 374 766 HE 027 929

Kane, Thomas J.
Race, College Attendance and College Completion.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 94
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Persistence; Access to Education; Black Colleges; *Black Students; College Choice; *College Entrance Examinations; College Students; Degrees (Academic); Educational Attainment; Enrollment; Enrollment Influences; Family Characteristics; Higher Education; National Surveys; *Racial Differences; Salary Wage Differentials; Statistical Analysis; *Student Attrition; Student Financial Aid; *White Students
IDENTIFIERS- *High School and Beyond (NCES)

This study examined the college attendance and degree completion rates of black and white students using census data and data from the class of 1980 of the High School and Beyond Study. Introductory information examines the racial gap in earnings. The following sections consider: differences in educational attainment in relation to wage differences; the effects of standardized test scores, high school characteristics and family background on racial differences in college entry; differences in college retention and the racial gap in educational attainment; differences in colleges attended by blacks and whites students; differences in retention among blacks and whites attending predominantly white institutions; effects of attending historically black institutions. Overall findings include the following: (1) college entry rates of blacks were higher at every SAT (Scholastic Aptitude Test) quartile; (2) the mean enrollment rate of Blacks was lower than for whites; (3) black college completion rates (by SAT quartiles) were generally slightly higher for blacks than for whites; (4) increased access and financial aid had but marginal impact on degree completion rates for blacks; (5) enrolling in a historically black college or university increased retention rates for blacks; and (6) the disproportionate numbers of black youth receiving low test scores appeared to be the primary obstacle to black student retention. (DB)

ED 374 767 IR 016 790

Aizley, Sari
First Steps: The Early Stage of Distance Education in Institutional Comparisons.
PUB DATE- 94
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Education; Community Colleges; Comparative

Laboratory (NCREL) region; and commentaries by experts from their particular point of view; and resources for further information. The focus of this report is technology and education. The brief begins with a report entitled "Education as a Component of the National Infrastructure" (Dennis Gooler) that examines the role of schools in the national information infrastructure (NII). Next, regional actions and agendas are presented for the states in the region, i.e., Illinois, Indiana, Iowa, Michigan, Minnesota, Ohio, and Wisconsin. The following information is given for each: local efforts; state efforts; financial aspects; key groups in education technology; educational equity; and education technology needs. Recent legislative developments are presented in the report "Recent Legislative Initiatives Expected To Affect Educational Technology," (Rafael Ramirez and Rosemary Bell). Finally, state contacts are listed. (JLB)

ED 374 787 IR 016 831

Ely, Donald P., Ed.; Minor, Barbara B., Ed.
Educational Media and Technology Yearbook, 1994. Volume 20.
PUB DATE- 94
NOTE- 409p.; For the 1993 Yearbook, see ED 367 300.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Computer Assisted Instruction; Distance Education; *Educational Resources; *Educational Technology; *Educational Trends; Elementary Secondary Education; Futures (of Society); Higher Education; Instructional Design; Leadership; Organizations (Groups); *Professional Associations; *Professional Education; Technological Advancement; Telecommunications

The Educational Media and Technology Yearbook (EMTY) is designed to provide media and instructional technology professionals with an up-to-date, single-source overview and assessment of the field of educational technology. Each volume offers organized access to the hot topics, trends, issues, and advancements in the field, with comprehensive coverage of developments in theory, hardware, software, dissemination, applications, organizations, and delivery systems. EMTY 1994 is divided into eight parts. Part 1 focuses on trends and issues and includes articles that address the definition of instructional technology and current literature. Part 2 covers the profession as a whole, including seven articles that discuss new curriculum developments, research and development, and criticism. Current developments in the field, such as networking, alternative assessment, school-university partnerships, and telecommunications are discussed in part 3. Part 4 presents leadership profiles of Carolyn Guss and Mendel Sherman. Part 5 provides reports from seven professional organizations. Several hundred pertinent organizations are listed in the annotated entries of Part 6. Part 7 covers graduate programs, scholarships, fellowships, and awards currently available in the field. Finally, Part 8 contains a resource list of media-related books, journals, articles, and ERIC documents. An index is provided. (MES)

ED 374 788 IR 016 832

Surry, Daniel W.; Gustafson, Kent L.
The Role of Perceptions in the Adoption of Computer-Based Learning.

NOTE- 172p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Civil Liberties; *Cultural Differences; Elementary Secondary Education; Ethnic Bias; *Ethnic Groups; Foreign Countries; Minority Groups; *Multicultural Education; Organizations (Groups); Racial Bias; Resource Materials
IDENTIFIERS- Alberta; *Multicultural Materials

This annotated bibliography was created as a result of ongoing collaboration between Alberta (Canada) Education and Alberta Community Development on the topic of multiculturalism. It identifies some of the best resources which are available to schools in order to make these resources known to teachers and principals. The entries have been selected and evaluated to ensure a good curriculum fit, practicality, availability, and balance across grades. The approximately 500 print and audiovisual resources form a base on which to build programs and library collections. Each entry contains the following information (if available): grade level; author; title; publication information; ISBN; and annotation. The material has been organized into the following sections: Teacher References; Bibliographies and Catalogues; Africans; Afro-Americans (includes Canada); West Indians; Chinese; Japanese; South East Asians; South Asians; People of the Near and Middle East; Central and South Americans; Europeans; North American natives (except the Inuit); The Inuit; Series; Human Rights; Racism; and Additional Materials. A list of relevant Canadian agencies, an author index, and a title index are also included. (JLB)

ED 374 807 IR 055 203

Lamb, L.; Todd, R.
The Challenge of Information Literacy: A Catholic Secondary School's Response.
PUB DATE- Apr 94
NOTE- 19p.; Paper presented at the Convention and Exposition of the National Catholic Educational Association on Unity in Diversity: Embracing the Challenge (91st, Anaheim, CA, April 4-7, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Role; Catholic Schools; *Curriculum Development; Educational Change; *Educational Innovation; Foreign Countries; High Schools; *Information Literacy; *Information Skills; Interdisciplinary Approach; Media Specialists; School Restructuring
IDENTIFIERS- Australia

This paper focuses on a program at Marist Sisters' College, Woolwich (MSCW), an Australian secondary school, that integrates information skills into subject curriculums. A description of the school which includes its philosophy and ethnic makeup is presented to give a context for the program. The research project investigated the impact of information skills on learning and teaching. An interdisciplinary planning team was established to help teachers develop information skills in the classroom. The team found that there were four levels of commitment in regard to the program: resistance, curiosity, acceptance, and commitment. The team implemented two strategies to help teachers progress through the stages: a demonstration program was set up so that teachers could observe audiovisual collections; and the distribution of the book collection among divisions of fiction, non-fiction, reference, and biographies. (Contains 20 references.) (JLB)

ED 374 825 IR 055 228

Vision for a 21st Century Information Infrastructure.
PUB DATE- May 93
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Information; Computer Networks; *Government Role; *Information Networks; *Information Policy; *Planning
IDENTIFIERS- *Information Infrastructure

In order to ensure that the United States maintains an advanced information infrastructure, the Council on Competitiveness has started a project on the 21st century infrastructure. Participating in this project are the many different parties who are providing and using the infrastructure, including cable companies, regional Bell companies, long distance carriers, cellular firms, computer hardware and software companies, banks, publishers, and universities. Although these groups do not agree on all issues, the Council hopes to develop a consensus to accelerate the deployment of an advanced information infrastructure. This vision statement represents such a consensus. The document begins with an executive summary. The vision statement is then presented. It addresses the need for an advanced information infrastructure and covers the following issues: (1) why the information infrastructure is important; (2) where the United States stands; (3) what the vision is; (4) the roles of the government and the private sector; (5) where to go from here; and (6) what the next steps are in obtaining this goal. (JLB)

ED 374 826 IR 055 229

Troxel, Steve
Innovation for the Common Man: Avoiding the Pitfalls of Implementing New Technologies.
PUB DATE- May 94
NOTE- 19p.; Paper presented at the Annual Conference on Rural Datafication (2nd, Minneapolis, MN, May 24, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adoption (Ideas); *Computer Uses in Education; Diffusion (Communication); *Educational Change; Elementary Secondary Education; Instructional Improvement; *Instructional Innovation; *Rural Schools

Citing the failure of film, radio, and television to revolutionize the American education system, this paper identifies reasons for those failures and suggests ways to avoid similar failure in the diffusion of computer use in education and the diffusion of "datafication" into the homes of rural America. Four steps are identified to facilitate the introduction of technological change and to increase its acceptance by those who will use it: (1) find solutions for discovered needs rather than finding needs for discovered solutions; (2) build support from the grassroots up rather than less likely. The survey instrument is appended. (KP)

ED 374 843 JC 940 532

Evans, John W.; Morris, Anita
Minority Group Equity at Delta College: Trends in Student Access and Affirmative Action Hiring. Research Note.
PUB DATE- Jun 93
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrators; Affirmative Action; Community Colleges; *Diversity (Institutional); *Enrollment Trends; *Faculty Integration; Graduation; *Minority Groups; *Racial Composition; Student Characteristics; Two Year Colleges; Two Year College Students
IDENTIFIERS- *Graduation Rate; San Joaquin Delta College CA

To provide a progress report on efforts to increase access to minority students and diversify the teaching and administrative ranks, a study was conducted at San Joaquin Delta College (SJDC), in California, of recent trends in minority student attendance and graduation rates and the ethnic composition of faculty and administrative staff. Results of the analysis included the following: (1) as of July 1993, students attending SJDC generally reflected the ethnic composition of the district population, although whites and Hispanics were underrepresented relative to their district proportions and Asians were overrepresented; (2) for the 1986-87 and 1992-93 academic years, the ethnic composition of students receiving degrees and certificates was remarkably similar to the ethnic make-up of the student population 3 years previously; (3) since 1986-87, the percent of white administrators has declined from 81% to 71%, with a corresponding increase in minority administrators from 19% to 29%; (4) Hispanic administrators have increased from 8% to 13% in this period, compared to an increase from 4% to 11% for Blacks and a decrease from 6% to 5% for Asians; and (5) the percent of white full-time faculty has declined from 82% to 74% in this period, with Hispanics increasing from 7% to 10%, Blacks from 5% to 7%, and Asians from 6% to 9%. (KP)

ED 374 844 JC 940 533

Planning for the Future at San Joaquin Delta College.
PUB DATE- Jan 94
NOTE- 107p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Affirmative Action; *College Planning; Community Colleges; *Educational Facilities Planning; Enrollment Trends; Futures (of Society); *Institutional Mission; Institutional Research; *Long Range Planning; Mission Statements; Operations Research; Two Year Colleges
IDENTIFIERS- *San Joaquin Delta College CA

This planning document provides data on current operations as of January 1994 and goals for the future at San Joaquin Delta College, in California. Section I, presents the context for planning at the college, describing the following major factors shaping the college's future: (1) the population is rapidly expanding; (2) fee increases and reductions in base support will impact enrollment projections; (3) the college's student body will be ethnically transformed; (4) a larger number of

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; *Counselor Training; *Faculty Development; *Faculty Evaluation; Feedback; *Inservice Teacher Education; Learning Activities; Learning Processes; School Counselors; Teacher Evaluation; Teacher Improvement; Teaching Methods; *Teaching Models; Two Year Colleges

Designed for use as a development activity for counselors at Bronx Community College in New York, this program provides discussion materials, questionnaires, and worksheets from the college's Counseling Faculty Development Program. A brief introduction indicates that the program encompasses three components, empowering counselors in the teaching role, formative evaluation and supervision, and inservice training. The remainder of the document consists of three sections corresponding to the three program components. Part I focuses on empowering counselors and describes four stages of a self-directed learning model, providing a framework that facilitates a gradual shift in beginning teaching counselors (BTCs) from learners dependent upon an authority to self-directed and independent learners. This section includes questionnaires for evaluating the learning model and the effect of development on counselors and contains nine references. Part II describes formative evaluation through supervision, indicating that BTC's participate in a pre-observation conference with supervisors, are observed, and then participate in a post-observation conference. This section includes questionnaires for evaluating pre- and post-observation conferences and teacher supervisors, and a rating guide for evaluating counselor performance. Contains 18 references. Finally, part III describes the components of inservice training, including presentation of theory, modeling techniques, practice under simulated and classroom conditions, providing feedback, and coaching for application. This section includes a syllabus for inservice training; evaluation forms for the teaching learning module, courses, and the inservice workshops; and a class teaching method questionnaire. Contains 12 references. (KP)

ED 374 862 JC 940 555

Gamble, Joan E.
Placement Scores as Predictors of Future Success: Is There a Correlation with Grade Point Average?
PUB DATE- Jun 94
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Achievement; Community Colleges; Correlation; *Grade Point Average; *Grade Prediction; Mathematics Tests; Reading Tests; *Scores; *Student Placement; Two Year Colleges; Two Year College Students; Writing Tests
IDENTIFIERS- *Assessment of Student Skills for Entry Transfer; Terra Community College OH

In an effort to determine the correlation between assessment placement test scores and grade point average (GPA), a study was conducted at Terra State Community College (TSCC), in Ohio. A sample population was constructed of 93 potential students who took the American College Testing Service Assessment of Student Skills for Entry Transfer (ASSET) placement test Form B and began attending TSCC full-time in fall 1992. The sample consisted of 47 males and 46 females ranging in age from 17 to

PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrators; *College Faculty; *Community Colleges; Compensation (Remuneration); *Faculty Workload; Full Time Equivalency; Full Time Faculty; Part Time Faculty; Personnel Data; *Salaries; School District Size; School Personnel; School Statistics; *Staff Utilization; State Surveys; Teacher Salaries; Two Year Colleges
IDENTIFIERS- *California Community Colleges

Thirteenth in a series of annual reports, this document presents fall 1993 demographic, staffing, salary, and workload information on California community college employees, based on data collected from all 71 California community college districts. Section I presents data on primary occupational activity, full-time equivalency, and type of assignment for each district's total number of employees, along with summary information on regular and overload weekly faculty contact hours for certificated staff. This section concludes with a 5-year profile of the number of full-time faculty and the average annual salary paid by district from 1989-90 to 1993-94. Sections II through VII summarize data for each of the six major categories of employees: contract and regular (full-time) faculty; temporary (part-time) faculty; full-time professionals, including faculty who spend more than 15 hours per week as counselors, librarians, or nurses; full-time certificated administrators; full-time classified administrators; and all other full-time classified employees. For each group, tables provide data on percentage distributions by age, gender, ethnicity, employment classification, employment status, duration of employment contract/agreement, and annual salary per schedule plus stipends, while faculty tables provide data on weekly faculty contact hours, weekly faculty contact hours of overload instruction, and hourly compensation rate for overload instruction. Appendixes provide staff data elements and definitions and district contact persons. (KP)

ED 374 880 JC 940 589

Hamilton, John M.
First Academic Year Progress of Summer 1993 High-Risk Students in the Fresh Start Program as Compared to Similar Students Who Entered Gainesville College during the Fall of 1990.
PUB DATE- 94
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *College Outcomes Assessment; Community Colleges; *Developmental Programs; Grade Point Average; *High Risk Students; *Program Effectiveness; *Remedial Programs; School Holding Power; Two Year Colleges
IDENTIFIERS- Gainesville College GA

The Fresh Start (FS) program was initiated at Gainesville College (GC), in Georgia, to target at-risk students and improve their overall academic performance and retention. The program provides immediate placement of students into remedial classes, academic support services, intrusive counseling, and long-term computerized tracking to assess student outcomes. A study was conducted to track academic outcomes for one academic year and determine any differences for the 68 FS students who entered in summer 1993 and 233 similarly at-risk students who started in fall 1990. Results of the analysis included the following: (1) while the two sample groups were similar for most births, while the rate for Whites was 8.2. Whereas infant mortality rates for both Blacks and Whites have dropped by 50 percent since 1970, the ratio between the 2 rates has remained unchanged. (MDM)

ED 374 899 PS 022 712

Every Child Deserves a Healthy Start.
PUB DATE- Sep 92
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Agency Cooperation; *Birth Weight; *Child Health; Educational Resources; Federal Programs; *Health Programs; Health Services; *Infant Mortality; Mortality Rate; *Parent Education; Parent Materials; Pregnancy; *Prenatal Care; Program Descriptions; Social Services
IDENTIFIERS- *Healthy Start Program; United States

About 36,500 infants die each year in the United States, due largely to low birth weight and inadequate prenatal care. The United States ranks twenty-second among the world's nations in infant mortality. This brochure addresses the high infant mortality rate in the United States compared to other developed nations, and notes actions that prospective parents and others can take to reduce infant mortality. It also explains the Healthy Start Program, designed to lower the infant mortality rate through the provision of health and social services, local outreach programs, and parent education. The first goal is to reduce infant deaths in 15 selected communities that have alarmingly high rates of infant mortality. The brochure recommends that concerned individuals encourage pregnant women to seek adequate prenatal care, and that women who are planning a pregnancy or who are already pregnant should visit their doctor or clinic regularly. A list of eight national organizations that provide information about prenatal and newborn care is included. (MDM)

ED 374 900 PS 022 718

Field Hearing on Reauthorization of the Head Start Act. Hearing before the Subcommittee on Human Resources of the Committee on Education and Labor. House of Representatives, One Hundred Third Congress, Second Session (Louisville, Kentucky, April 15, 1994).
PUB DATE- 15 Apr 94
NOTE- 95p.; Serial No. 103-68.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Administrators; *Educational Attitudes; *Federal Aid; *Federal Legislation; Federal Programs; Hearings; Parents; *Preschool Education; Program Development; Program Improvement; Staff Development
IDENTIFIERS- Congress 103rd; *Project Head Start; *Reauthorization Legislation

These hearing transcripts present testimony concerning the reauthorization of the Head Start Act taken at the 1994 National Head Start Conference. Much of the testimony was from Head Start administrators concerning the efficacy of specific programs and activities funded by the Head Start Act,

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Adolescents; Behavior Disorders; Child Abuse; Child Behavior; Child Development; *Child Health; Children; Child Welfare; Dropout Prevention; Drug Use; *Early Intervention; *Health Promotion; Policy Formation; Pregnancy; *Prevention; Preventive Medicine; *Social Problems; *Well Being
IDENTIFIERS- Affective Disorders; *Primary Prevention; Sexually Transmitted Diseases

This book argues that a paradigmatic change of emphasis is needed from treatment to prevention in order to promote the well being of children and to reverse many of the social problems children face today. Written for an interdisciplinary audience, the book is divided into three sections. The first section provides a framework and overview of prevention issues. In the second section, representative problems of children's health, education, and behavior are defined and approaches to primary prevention and promotion are described. The last section provides a synthesis of themes and issues and identifies implications for practice, policy, training, and research. The 16 chapters are: (1) "Promoting Children's Health, Education, and Well-Being" (Rune J. Simeonsson); (2) "Toward an Epidemiology of Developmental, Educational, and Social Problems of Childhood" (Rune J. Simeonsson); (3) "Primary Prevention: The Missing Piece in Child Development Legislation" (Robert W. Chamberlin); (4) "Maternal and Child Health: A Collaborative Agenda for Prevention" (Bonnie Strickland and Merle McPherson); (5) "Healthy Children: Primary Prevention of Disease" (Nancy W. Simeonsson and Judith N. Gray); (6) "Preventing School Failure and Dropout" (Sharon Carnahan); (7) "Adolescent Pregnancy" (Tina M. Smith); (8) "Drug Use and Pregnancy" (Rebecca Edmondson); (9) "Child Abuse: A Prevention Agenda" (Gail S. Huntington and others); (10) "Preventing Injury in Children and Adolescents" (Joseph E. Zins and others); (11) "Externalizing Behavior Disorders" (Rick Jay Short and Richard Brokaw); (12) "Internalizing Affective Disorders" (Jayne E. Bucy); (13) "Sexually Transmitted Diseases: A Paradigm for Risk Taking among Teens" (Susan L. Rosenthal and others); (14) "Promoting Literacy Development" (Dixie Lee Spiegel); (15) "Policy and Practice: Implications of a Primary Prevention Agenda" (Rune J. Simeonsson and Melva Covington); and (16) "Promoting Children's Well-Being" (Rune J. Simeonsson and Daphne Thomas). (AS)

ED 374 920 PS 022 796

Adduci, Lynne L.
Mobility and Student Achievement in Orange High School.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 90
NOTE- 20p.; This report was prepared at the request of the Director of Research and Evaluation in the Orange School District.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *English (Second Language); Family Characteristics; *High Schools; *High School Students; Limited English Speaking; Predictor Variables; Socioeconomic Status; Student Evaluation; *Student Mobility
IDENTIFIERS- *Orange City School District NJ

An evaluation was conducted of the numbers of student who move both within and into the Orange Township School District, New Jersey, and the impact of this student mobility on academic school librarian, the curriculum supervisor, and the principal attended training conducted by a certified High Scope certified trainer. Although attitudes of the first-grade teachers presented the biggest impediment to change, faculty from grades K-3 decided to move toward literature-based reading. In 1990, the Kentucky Legislature mandated that all students in grades K-4 not be given standardized tests and that every school move to an ungraded primary model by fall 1992. This move has supported educational change in other Kentucky schools and in addressing the learning needs of young children. (LP)

ED 374 937   RC 019 785

Freeman, Kate; And Others
Ojibwe, Mohawk, and Inuktitut Alive and Well? Issues of Identity, Ownership, and Change.
PUB DATE- Apr 94
NOTE- 41p.; Paper presented at the Annual Meeting of the American Anthropological Association (New Orleans, LA, April 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *American Indian Education; American Indian Languages; American Indians; *Canada Natives; Community Action; Cultural Maintenance; Elementary Secondary Education; Eskimos; Foreign Countries; *Inupiaq; *Language Maintenance; *Language Usage; Literacy; Native Language Instruction; Nonformal Education; *Ojibwa; Preschool Education; Tribally Controlled Education
IDENTIFIERS- Canada; *Mohawk

This paper examines current usage, educational initiatives, and future prospects for survival of three Canadian Aboriginal languages--Odawa (frequently called Ojibwe), Mohawk, and Inuktitut. The presentation centers around the direct insider stories of Mohawk and Odawa coauthors, with comparative commentary by an outsider with long-term experience in Inuit communities. Among all Canadian indigenous peoples, 36 percent of persons over 15 and 13 percent of school-age children speak their indigenous language, a dramatic shift from 15 years ago when over half of indigenous children entered school with native language fluency. Odawa and Mohawk communities demonstrate a pattern of increasing language loss with each generation. Among Inuit, however, 72 percent of adults and 39 percent of schoolchildren (much higher proportions in the eastern Arctic) speak Inuktitut, and 88 percent of speakers also read the language. An overview and informant comments cover the following topics: (1) school issues and effects (language of instruction controversies, innovations that adapt school culture to community needs, evolving roles of indigenous teachers, and dissatisfaction with indigenous teacher preparation); (2) community-based efforts to teach and maintain indigenous languages; (3) the relationship of language to culture and of language structure to thought patterns and worldview; and (4) language change and hope (language attitudes across Canada, emerging bilingual and multiple-literacy practices, and increasing contacts among Inuit-speaking peoples around the Arctic). Appendices contain language demography data and the texts of interviews with key informants. (SV)

ED 374 938   RC 019 796

Pittman, George K., II
Metamorphic Mountain: Mount Jefferson State Park. An

suicide; (2) tobacco, alcohol, and other drug use; (3) sexual behaviors relating to HIV/AIDS education, other sexually transmitted diseases, commencement and frequency of intercourse, pregnancy, and condom use; (4) dietary behaviors relating to obesity and fat consumption; and (5) physical inactivity and exercise. Most statistics are disaggregated by gender and grade, with males showing higher levels of risk behavior on most parameters. National statistics and relevant "year 2000 objectives" provide a broader context for understanding. A final section lists the elements of a successful comprehensive school health program. Contains 41 references. (RH)

ED 374 954   RC 019 816

Newton, Earle, Ed.; Knight, Doug, Ed.
Understanding Change in Education: Rural and Remote Regions of Canada.
PUB DATE- 93
NOTE- 310p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *American Indian Education; Canada Natives; *Change Strategies; Cultural Influences; Distance Education; Educational Administration; *Educational Change; *Educational Improvement; Elementary Secondary Education; Foreign Countries; Parent Participation; Politics of Education; Professional Development; *Rural Education; Rural Schools; Rural Urban Differences; School Community Relationship; *Small Schools
IDENTIFIERS- *Canada

This book consists of 13 essays focusing on successful developments in education in rural and remote regions across Canada. Essays examine the integration of local or Aboriginal culture into education, need for educational partnerships between parents and schools, importance of distance education in meeting the educational needs of rural students, issues concerning teacher supply and administration, professional development needs, and school improvement efforts. The final chapter summarizes factors facilitating educational change. Individual essays are as follows: (1) "Omachewa-Ispimewin: Education and Community in a Northern Saskatchewan Cree Village" (C. King); (2) "Educational Development in the N.W.T.: Creating Divisional Boards of Education" (G. B. Isherwood and K. B. Sorensen); (3) "Shared Services in Isolated School Districts: A Case Study" (D. Marshall); (4) "Cycles and Crisis Politics in an Educational Organization: P.E.I." (P. Garland); (5) "Parent Participation in Rural Schooling" (P. B. Wiebe and P. J. Murphy); (6) "Implementing Parental Involvement in Northern Manitoba Schools" (W. A. Gulka and B. Knudson); (7) "Program Equity in Small Rural Schools in Alberta" (L. Bosetti and T. Gee); (8) "Distance Education Technology: Equalizing Educational Opportunity for Students in Small Schools" (D. Downer and W. Downer); (9) "Engaging Students through Experiential Programs" (B. Sharp); (10) "Our Students, Our Future: A Study on the Implementation of Whole Language in the Dehcho, Northwest Territories" (B. Knudson); (11) "The Effect of Teacher Supply and Demand on Rural Education" (K. C. Sullivan and M. Sandell); (12) "The New Brunswick Centre for Educational Administration" (K. Cameron and R. Campbell); and (13) "Summary: Understanding Change in Education in Rural and Remote Regions of Canada" (D. Knight). Each chapter contains references. (LP)

NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Arithmetic; *Constructivism (Learning); *Elementary School Students; Foreign Countries; Intermediate Grades; Mathematics Instruction; Models; *Number Concepts; *Schemata (Cognition)

Defining better implicit models of children's actions in a series of situations is of paramount importance to understanding how knowledge is constructed. The objective of this study was to analyze the implicit mental models used by children in complex change problems to understand the stability of the models and their evolution with the child's development. The study was structured in two phases. First, a written test was given to 198 fourth-, fifth-, and sixth-graders in order to identify different stable resolution patterns used by children in a set of problems involving the reconstruction of a change. The second phase consisted of individual interviews with 15 children of each level representing all procedures. Three models were identified from the study: sequential model, state comparison model, and change comparison model. Two conceptual leaps in the transition from the different models were identified: the first related to the representation of the problem structure and the other deals with the concept of number. Contains 14 references. (MKR)

ED 374 976 SE 054 932

Berg, Kathleen F.
Scripted Cooperation in High School Mathematics: Peer Interaction and Achievement.
PUB DATE- Apr 94
NOTE- 38p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Cooperative Learning; Grade 11; High Schools; *High School Students; *Mathematics Achievement; Mathematics Instruction; Models; Observation; *Peer Relationship; Tutoring

In the last few years educational researchers have become increasingly aware of the need to examine interaction among students to understand the impact of cooperative small groups on learning. For this study 26 students in an 11th-grade Algebra II/Trigonometry class were trained to use a didactic cooperative learning technique called scripted cooperation. The study was designed to explore the nature of students' verbal interaction within this cooperative structure, how that interaction changed over time, and its relationship to achievement. Findings from analysis of transcripts of students working in groups, chapter tests, and student characteristics instruments included the fact that none of the 24 categorized interaction sequences or behaviors was significantly related to ability as measured by prior mathematics achievement. Contains 51 references. (MKR)

ED 374 977 SE 054 933

Technology
IDENTIFIERS- *National Science Education Standards

Science education reform is an ongoing, forever changing process. The purpose of this booklet is to provide a brief overview of the players in science education reform, the similarities in their underlying beliefs, and the essential changes that need to be made in science education to ensure maximum use of resources that promote effective learning environments for all students. Topics that are briefly described include: emerging science education standards; student learning; content and process; curriculum/instruction; assessment; and technology. Also included is a brief list of resources, successful science programs and printed materials, and a checklist to evaluate the science activities in any school or school system. (ZWK)

ED 374 998 SE 055 242

Bibliography of Publications Relating to the Teaching of Science to Students with Disabilities.
PUB DATE- Oct 94
NOTE- 80p.; Updated by Janet Mansfield Davies.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Disabilities; Elementary Secondary Education; *Science Instruction

This document contains a bibliography of over 1,000 publications relating to the teaching of science to students with disabilities. Entries cover such topics as teaching the blind, the hearing-impaired, the educable-mentally retarded, and the autistic student. The areas in science education for students with disabilities include computer-assisted instruction, elementary science, mainstreaming handicapped students into science, counseling of the handicapped, urban and rural science education. (ZWH)

ED 374 999 SE 055 253

Randhawa, Bikkar S.; And Others
Context and Ability Effects on Children's Development of Mental Addition.
PUB DATE- Apr 94
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Addition; Arithmetic; *Elementary School Students; Intermediate Grades; *Mathematics Achievement; Mathematics Education; Mathematics Tests; Multivariate Analysis; Sex Differences
IDENTIFIERS- *Mental Computation

To test the theory of mental calibration for mental addition it was hypothesized that the mean reaction time for problems in homogeneous sets will be faster than for problems in heterogeneous sets and that the reaction time was inversely related to ability and development (grade level) and independent of gender. Three sets of 40 addition problems were selected from the basic facts, and from combinations of addends in the range of 10 through 29. These combinations were presented by a computer program in a true-false format with the correct answers, and with answers differing by plus or minus

A Study of English and French Quebec, 1940-1980" (Suzanne Lemerise; Leah Sherman); and (13) "A Developmental History of Art Education" (Diana Korzenik). An index is included. (MM)

ED 375 021 SO 024 057

The Role of Fine Arts in Missouri Public Schools. Position Paper.
PUB DATE- Jun 92
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Art Education; Core Curriculum; Educational Objectives; Elementary Secondary Education; *Fine Arts; *Public Schools; State Curriculum Guides
IDENTIFIERS- *Missouri

Fine arts, defined as visual and performing arts, are basic subjects with content that can be taught, learned, and evaluated. As part of the core curriculum, every pre-K through 12 student in Missouri should be taught a balanced, comprehensive, and sequential arts program by certified fine arts teachers. Knowledge-based programs must have outcome-based objectives. Conditions and expectations for teaching fine arts suggest the necessity for pre-service and in-service teacher education. (MM)

ED 375 022 SO 024 066

Illinois Plan for the Arts in General Education, Fiscal Years 1989-1994.
PUB DATE- Jul 89
NOTE- 37p.; For the 1984-1988 plan, see ED 238 771.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Art Education; *Board of Education Policy; Educational Objectives; Educational Philosophy; Educational Planning; Fine Arts
IDENTIFIERS- *Illinois

This plan recommends that Illinois students be given opportunities for continuing and systematic experiences in expressive/creative and impressive/perceptual modes of fine arts instruction. Components of such a program include: generalized; integrated; interrelated; specialized; and extended arts instruction. Enactment of the arts in the general education plan is overseen by the Illinois State Arts Education Advisory Committee with aid from the staff of the State Department of Education. A philosophical basis for the five year plan concludes the document. (MM)

ED 375 023 SO 024 067

Luftig, Richard L.
The Schooled Mind: Do the Arts Make a Difference? An Empirical Evaluation of the Hamilton Fairfield SPECTRA Program, 1992-93.
SPONS. AGENCY- Hamilton Fairfield Arts Association, Hamilton, OH.
PUB DATE- 94
NOTE- 70p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

introduces students to the democratic process by involving them in the development of a prevention plan for treating the problem of violence in their school. The manual guides trainers in designing and implementing teacher training programs to assist teachers as they initiate this interactive program in civic education. After explaining how to arrange a training session, the guide suggests two possible schedules for training sessions, depending on whether 3 hours or only 75 minutes are available. As a means of introducing teachers to the program, the manual provides a sample lesson plan on the causes of violence in schools. The appendix includes an evaluation form for the training session, a planning checklist, a form for recording training sessions, and a participant sign-in sheet. (JD)

ED 375 042   SO 024 341

Richard, Theresa M., Ed.
Foundations of Democracy: Authority, Privacy, Responsibility, and Justice. Law in a Free Society Series. Level V. Student Text. Revised Edition.
SPONS. AGENCY- Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.; National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 94
NOTE- 244p.; For related "Teacher's Guide", see SO 024 342.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Citizenship Education; *Constitutional History; Constitutional Law; *Democracy; Instructional Materials; Intermediate Grades; Junior High Schools; *Justice; *Law Related Education; Middle Schools; *Privacy; *Responsibility; Secondary Education; Social Studies; Teaching Methods; United States History
IDENTIFIERS- Authority

This curriculum is organized around four concepts--authority, privacy, responsibility, and justice--which form part of the common core of civic values and concepts that are fundamental to the theory and practice of democratic citizenship in the United States. Rather than focusing on facts and dates, the curriculum challenges students to think for themselves, to develop reasoned positions, and to articulate and defend their views. By raising issues over the authority of police, teachers and principals, the volume calls on students to question the benefits, costs, and limits of authority and privacy. The textbook also raises questions about how competing responsibilities should be resolved and about the various forms of justice, including distributive, corrective, and procedural justice. Each chapter provides concrete conflicts covering such areas as sporting competitions, locker rooms, computers, and drunk driving, followed by critical thinking exercises requiring students to identify and debate the competing interests. To provide students with an analytical framework for debating the issues, the textbook explains the use of intellectual tools that help students think critically, such as, for example, indentifying the claims for privacy, the relevant considerations, and alternative solutions. (JD)

ED 375 043   SO 024 342

Forner, Michelle L., Ed.; Richard, Theresa M., Ed.
Foundations of Democracy: Authority, Privacy, Responsibility, and

This manual is intended to serve as a resource book for law professors and program directors who would like to conduct a program for teaching law students to instruct the public in their areas of the law. Over 30 law schools nationwide offer credit or compensation to law students to teach in the community, primarily in high schools, but also in middle schools, prisons, and community organizations. Although based predominantly on the "Street Law" textbook, the programs may differ substantially from each other. For this reason, the manual is illustrative and does not suggest a single right way to conduct a program. The seven chapters of the manual cover key issues for street law programs, their basic features, the rationale for the programs, their structures, instructions for law students, evaluations of the instructors, and the administration of the programs. In the appendices, the manual presents detailed descriptions of several law school programs, sample syllabi for a law school seminar, lesson plans for a seminar, materials for use in instructing law students to teach, lesson plans that the law students may employ, and several lists of teaching resources. Emphasizing the several strategies that have proven successful, the manual provides an overview of the different models followed by law schools at Georgetown University, Temple University, and the University of Tennessee. (JD)

ED 375 062 SO 024 540

Teaching Law to the Public: Catalogue of Law School Projects.
SPONS. AGENCY- Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.
PUB DATE- Dec 93
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Citizenship Education; Constitutional Law; Court Litigation; Criminal Law; Higher Education; *Law Related Education; Law Schools; Law Students; Legal Education (Professions); Social Studies
IDENTIFIERS- Teaching Law to the Public Program

This catalog was developed to provide useful information about the many "Teaching Law to the Public" law school-based projects operating around the country in 1993-94. Aimed at law school project staff members, it is a handy reference to other law school programs. The catalog also is intended as a guide for everybody involved in law-related education, especially those who are interested in initiating these types of projects at other law schools. The volume contains a description of each project listed in alphabetical order by law school. Each description includes the names of contact people, a description of the project's activities, materials, populations served, and funding sources. The catalog opens with a description of the National Institute for Citizen Education in the Law, which engages in course development, teacher training, and technical assistance for law schools, school systems, departments of corrections, juvenile justice agencies, bar associations, legal service organizations, community groups, and local governments. The description lists the Institute's publications, videos, and law school program materials. The catalog identifies 37 law schools that have initiated programs in law-related education. (JD)

ED 375 063 SO 024 542

but experienced considerable difficulty in their initial teaching assignments. The difficulties these women encountered are examined through analysis of observation notes, interview transcripts, journals and autobiographical writing, and recordings of their classroom teaching. The analysis focuses on the women's personal histories, understandings of themselves as teachers, instructional problems they experienced, and the contexts of their beginning teaching experiences. The paper concludes that these perceived failures resulted not from any single factor but from the cumulative effect of such factors as unassertiveness, compliance, low self-confidence, and underdeveloped conceptions of instructional techniques and management routines. More connected, collaborative styles of supervision, which might have allowed these capable women to do more than "survive" their initial teaching experiences, are identified. Five types of experiences for prospective and beginning teachers are suggested: validating their personal experiences as students and teachers, using those experiences to explore their personal histories and develop models of teaching, helping them create expectations of success, encouraging their comfort with the experience of "not knowing," and creating expectations of appropriate support and mentoring. (Contains approximately 90 references.) (JDD)

ED 375 081 SP 035 435

Andrews, Sharon V.; Wheeler, Patricia J.
Personalizing Instructional Supervision: Differentiating Support Structures for Teachers.
PUB DATE- 7 Apr 94
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-10, 1994).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Style; Curriculum; Elementary Secondary Education; Graduate Study; Higher Education; *Holistic Approach; *Individualized Programs; *Language Arts; Methods Courses; Preservice Teacher Education; Reading Instruction; Teachers; *Teacher Supervision; *Teaching Styles; Undergraduate Study

This study compared a measure of theoretical orientation and a measure of style orientation administered to 107 classroom teachers in graduate and undergraduate language arts methods courses, examined their responses to holistic curriculum structures, and examined the types of support that students/teachers needed to modify traditional beliefs. Specifically, the study examined correlations of pre/post instruction scores on the Theoretical Orientation to Reading Profile (TORP) with scores on the Gregorc Style Delineator. The TORP measures a teacher's beliefs about reading practices along a continuum from a highly structured phonic orientation to a more open-ended holistic orientation. The Gregorc Style Delineator measures the amount of structure and sense of concreteness (from concrete sequential to abstract random) inherent within individuals. Characteristics of teachers in each quadrant of the Gregorc Style Delineator (concrete sequential, abstract sequential, concrete random, and abstract random) are presented in terms of TORP results. Implications of results include: faculty need to offer discussions of personal orientation and style more frequently to support and confirm obvious differences in performance and need to offer more

Understanding Members' Perceptions of Roles on a Curriculum Decision-Making Committee: A Case Study of Parent Participation on a School Community Consultative Committee.
PUB DATE- Jul 94
NOTE- 22p.; Paper presented at the Annual Conference of the Australian Teacher Education Association (24th, Brisbane, Queensland, Australia, July 3-6, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Advisory Committees; Case Studies; *Curriculum Development; Elementary Education; Foreign Countries; *Knowledge Level; *Parent Participation; *Parent Role; Parent School Relationship; *Participative Decision Making; Staff Role
IDENTIFIERS- *Australia

This case study examines one School Community Consultative Committee (SCCC) involved in planning and implementing a primary school Human Relationships Education program in Australia. Developments on the local level that have led to this type of parent participation are outlined. Findings from two literature reviews on parent participation are summarized. The case study outlines membership on the SCCC as including elected parents, school staff, and other community members. Committee responsibilities include knowledge of school policy and other local school programs, curriculum review, resource review, understanding the school and community profile, and representing wider community values and beliefs. Interviews with 12 committee members (principal, 6 teaching staff, and 5 parents) revealed a general belief in the theory of parent participation in schools, a perception that parents on the SCCC operated at a low level of collaboration, and the acknowledgement of a knowledge differential between staff and parents. The study concludes that, in order to make parent participation in curriculum decision making a truly constructive and genuinely participative process, the level of participation needs to be developed and gradually implemented in a direct equation with the participants' levels of knowledge regarding the organizational culture of schools. (Contains 23 references.) (JDD)

ED 375 099 SP 035 465

Baird, John R.
Mentoring for Professional Development of Tertiary Educators.
PUB DATE- Jul 94
NOTE- 11p.; Paper presented at the Annual Conference of the Australian Teacher Education Association (24th, Brisbane, Queensland, Australia, July 3-6, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Researchers; Faculty Development; Foreign Countries; Higher Education; *Mentors; *Program Development; *Research Projects; Research Skills; Schools of Education; Teacher Education Programs; *Teacher Educator Education
IDENTIFIERS- University of Melbourne (Australia)

This paper reports the results of 4 years of a mentoring program at the University of Melbourne (Victoria, Australia) that has been directed to developing the research aspirations and performance of ex-Melbourne College of Advanced Education staff who are coping with increased research demands following the eligibility standards and athletic associations; (2) academic eligibility standards and the States; (3) academic eligibility standards and the law; (4) evaluations of extracurricular participation and school performance; (5) effects of high-stakes academic requirements on athletic participation; and (6) alternatives to high stakes. Informants' suggestions formed the basis for policy recommendations such as: tying eligibility rules to academic support programs, extending participation in extracurricular activities, establishing greater flexibility for individual circumstances, and levying stringent standards for participation in interscholastic athletics. (Contains approximately 40 references.) (LL)

ED 375 117 SP 035 494

Health Promotion for Older Children and Adolescents. National Nursing Research Agenda--Developing Knowledge for Practice: Challenges and Opportunities. A Report of the NINR Priority Expert Panel on Health Promotion, 5.
PUB DATE- Aug 93
NOTE- 92p.; Photographs may not copy clearly.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Adolescent Development; *Adolescents; *Child Development; Cognitive Development; Developmental Stages; Early Intervention; Elementary Secondary Education; *Health Promotion; Nurse Practitioners; Nursing Research; *Preadolescents; *Research Needs; Role Perception
IDENTIFIERS- *Health Behavior; Strategies Intervention Model

This publication reports the findings of an expert panel convened by the National Center for Nursing Research to address health promotion for older children and adolescents (ages 8 through 18), the role of nurses, and the contributions of nursing science. Three chapters focus on basic science, intervention, and application. Each chapter includes an introduction, a review of the state of the science, a discussion of research needs and opportunities, and a list of research recommendations based on the identified needs and opportunities. The first chapter, "Life Transitions in Late Childhood and Adolescence: Critical Points for Promoting Healthy Behavior," examines the effects of biological, cognitive, emotional, and social transitions on development and behavior. Chapter 2, "Approaches for Designing and Implementing Interventions," discusses basic concepts and principles of health promotion, types and features of successful interventions, and the effects of self- and health-related perceptions. The final chapter, "Strategies and Settings for Nursing Interventions," considers approaches for providing health promotion services to youth, and the use of traditional and nontraditional settings for health promotion. Bibliographical sketches of panel members are included. (Contains approximately 100 references.) (LL)

ED 375 118 SP 035 495

What Black Women Should Know about Lupus: Ideas for Community Programs.
PUB DATE- Sep 93
NOTE- 92p.; Prepared by the National Task Force on Lupus in High Risk Populations.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for

Thorndike, John Dewey, and Eduard Lindeman. During the period in which they produced their most visionary work, Britain found itself in a time of major economic decline while the United States was experiencing prosperity with credit, consumption, and production escalating. In educational terms, it was a period when theorists, who were well ahead of their time, realized that education was not restricted to children. Several of these "greats" in adult education recognized the social implications of encouraging the development of adults through further education. Each of them addressed the problem of adult education and individually and collectively produced many insights. Most of the ideas of these theorists are as relevant today as they were when they were first written and bear evidence of the pervasiveness of good theory and practice regardless of the period. For adult educators of the 1990s, their ideas provide guidelines for effective practice. (Contains approximately 30 references.) (Author/LL)

ED 375 136 SP 035 547

Perry, Chris
Students' Learning Styles: Implications for Teacher Education.
PUB DATE- Jul 94
NOTE- 13p.; Paper presented at the Annual Meeting of the Australian Teacher Education Association (24th, Brisbane, Queensland, Australia, July 3-6, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Style; *Curriculum Development; *Educational Planning; Education Majors; Elementary Secondary Education; Foreign Countries; Higher Education; Models; Program Effectiveness; *Teacher Education Programs
IDENTIFIERS- Australia; *Learning Style Inventory (Kolb); *Preference Data; Preservice Teachers

Many learners appear to approach learning in different yet reasonably consistent ways. The ability to recognize and take responsibility for these particular styles is an essential feature of efficient and effective planning and efficient and effective learning. Program planners can use knowledge about learning styles to develop programs that: (1) teach about learning styles; (2) model for the learner the implications of this knowledge; (3) provide learners with experiences that encourage the development of a wide variety of learning styles; and (4) do not disadvantage a particular learning style. This paper presents information about the learning profiles of 86 teacher education students using information gleaned from the Kolb Learning Style Inventory. According to Kolb, effective learners need ability in all of the following areas: concrete experience, reflective observation, abstract conceptualization, and active experimentation. Student preferences for distinctive ways of learning were clearly shown--abstract conceptualization was the most commonly preferred. Conclusions are drawn from the data and implications for program planning that better match the needs of learners are provided. Diagrammatic representations as suggested by Kolb are included. (Contains 17 references.) (Author/LL)

ED 375 137 SP 035 548

Gasbarro, Sharon L.; Matthews, Daniel
New Teachers' Perceptions of the Meaning of the Term "Multiculturalism" in Preservice Education.

LifePrints 1: ESL for Adults. Teacher's Edition; Teacher's Resource File; Student Book .
PUB DATE- 93
NOTE- 498p.; For other documents in this series, see FL 800 843-844.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Literacy; *Adult Students; Audiotape Recordings; Class Activities; Communicative Competence (Languages); Cultural Awareness; Educational Games; *English (Second Language); Instructional Materials; Interpersonal Communication; *Language Skills; Lesson Plans; North American Culture; Resource Materials; Teaching Guides; Textbooks; *Verbal Communication; Workbooks
IDENTIFIERS- Authentic Materials; Basic English Skills Test

LifePrints is a program that helps adult English-as-a-Second-Language learners develop language skills and cultural understanding they can use immediately in managing their daily lives in the United States. The approach is appropriate in large groups, small groups, and one-to-one teaching settings. This set of core instructional materials has three levels: low beginning, high beginning, and low intermediate. There are four components for each level: a student book and accompanying audiotape, a teacher's edition, and a teacher's resource file. The Student Books feature authentic, natural language and provide a balance of natural communication and structured practice. Interviews, listening tasks, matching exercises, games, and other activities help learners practice and manipulate language in learning situations typical of their everyday lives. Illustrations stimulate discussion and characters from the student books appear in dialogs on the audiotapes, which are also models for natural speech. The Teacher's Editions support lesson planning with reduced student pages paired with recommended steps for working with the student material. They also contain the audio tapescripts. Lessons include the following: neighborhoods, families, keeping in touch, feelings, costs, getting well, asking for help, etc. The Teacher's Resource Files contain reproducible worksheets, strip stories, games, cards, and board games. The LifePrints program is correlated to the Basic English Skills Test (BEST). (LB) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 374 692 FL 800 843

Newman, Christy M.; And Others
Life Prints 2: ESL for Adults. Teacher's Edition; Teacher's Resource File; Student Book .
PUB DATE- 94
NOTE- 499p.; For other documents in this series, see FL 800 842-844.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Acculturation; Adult Education; Audiotape Recordings; Citizenship Education; Clothing; Continuing Education; *Daily Living Skills; Elementary Secondary Education; *English (Second Language); Grammar; Health

Columbia Theological Seminary, and the Interdenominational Theological Seminary. The project also reviewed and developed library holdings in gerontology and theological disciplines, conducted a national survey of gerontology programs in theological schools, produced a resource guide for developing content on aging in seminary curricula, convened a national conference in innovative gerontology programs in theological education, and produced a newsletter reporting on the project's activities. Four appendixes contain: (1) copies of the newsletter; (2) a questionnaire used to survey local seminary faculty; (3) the questionnaire used in the national survey of theological schools; and (4) a list of seminary library acquisitions. (MDM)

ED 374 710   HE 027 716

Newman, Richard E.; Miller, Michael T.
A Study of the Historical Academic Control Measures in Intercollegiate Athletics.
PUB DATE- 94
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Standards; *Administration; *College Athletics; *College Role; Educational History; *Extramural Athletics; Higher Education; *Institutional Role
IDENTIFIERS- National Collegiate Athletic Association; Regulatory Agencies; *Regulatory Programs; Sport History

This paper traces the regulation of intercollegiate athletics from the late 19th-century to the present and discusses current trends in the supervision of intercollegiate athletics. It examines the emergence of faculty control of athletics and the concept of faculty athletic committees in the late 1800s due to the inability or unwillingness of students to control their own athletic programs. The founding of the National Collegiate Athletic Association (NCAA) in the early 1900s and the results of several inquiries into the nature of college athletics are reviewed. The activities of the American Council of Education (ACE), its Commission of Collegiate Athletics, and the Knight Foundation's Commission on Intercollegiate Athletics to develop minimum academic standards for college athletes are also discussed. The report concludes that in recent years there has been a concerted effort to restore integrity to intercollegiate athletics from within higher education, fueled largely by public criticism of college sports and the threat of governmental intervention. Such efforts have favored a return to institutional control, under uniform NCAA criteria, that would place accountability and responsibility for athletic programs under academically qualified campus personnel. (Contains 22 references.) (MDM)

ED 374 711   HE 027 717

Annunziato, Frank R., Ed.; Johnson, Beth H., Ed.
Higher Education Collective Bargaining during a Period of Change. Proceedings of the Annual Conference (22nd, New York, New York, April 18-19, 1994).
PUB DATE- Apr 94
NOTE- 215p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Books (010),Collected Works - Proceedings (021)
DESCRIPTORS- Academic Freedom; Budgets; Case Studies; *Collective

Assessment; Colleges; College Students; *Critical Thinking; Higher Education; Intellectual Development; Outcomes of Education; *Student Development; *Thinking Skills; Two Year Colleges; *Two Year College Students; *Undergraduate Study
IDENTIFIERS- *National Study of Student Learning

This study, part of the National Study of Student Learning, investigated the influence of differential exposure to postsecondary education, particularly the impact of type of institution, number of credit hours, and other factors on gains in critical thinking skills. the sample was 2,092 first-year students attending 13 four-year and 4 two-year institutions from around the nation. The findings from the four-year college sample suggest that amount of exposure to postsecondary education, operationalized as number of semester hours taken, had a modest, positive effect on end-of-first-year critical thinking. Moreover, this effect persisted even in the presence of controls for precollege critical thinking skill and academic motivation, the average critical thinking of the first-year class at the institution attended, gender, race, age, work responsibilities, and types of courses taken during the first year of college. The findings for the two-year sample were also that level of exposure to postsecondary education had a significant, positive, linear effect on critical thinking at the end of the first year that persisted even in the presence of the same statistical controls. The two-year full-time college students derived the largest critical thinking benefits from their college exposure. (Contains 38 references.) (JB)

ED 374 730 HE 027 736

Pascarella, Ernest; And Others
Effects of Teacher Organization/Preparation and Teacher Skill/Clarity on General Cognitive Skills in College.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *College Faculty; *College Freshmen; *Course Organization; Higher Education; Intellectual Development; Mathematics Achievement; Reading Comprehension; Student Characteristics; Student Development; Student Motivation; Teacher Behavior; *Teacher Effectiveness; *Teaching Skills; Teaching Styles; *Thinking Skills; Undergraduate Study
IDENTIFIERS- Collegiate Assessment of Academic Proficiency; National Study of Student Learning; *Teacher Clarity

In further exploring the relationship between teacher behaviors and student learning, this study, part of the National Study of Student Learning, examined how teacher organization and preparation and teacher skill and clarity influenced the development of general cognitive skills in the first year of college. A sample of 2,302 students attending 18 diverse four-year institutions from 15 states throughout the country participated. Data collected in Fall 1992 included a precollege survey that gathered information on student demographic characteristics and background, as well as aspirations, expectations of college, and items assessing orientation to learning. Students also completed the Collegiate Assessment of Academic Proficiency (CAAP) measure. A follow-up testing took place in Spring 1993. Results showed that, when controlling for precollege cognitive level and academic motivation, the average cognitive level of the incoming class at each institution,

Kubursi, A. A.
The Economic Impact of University Expenditures. Discussion Series, Issue 2.
PUB DATE- Mar 94
NOTE- 28p.; Commissioned by the Alliance for Ontario Universities.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Colleges; *Economic Impact; Educational Assessment; *Educational Economics; Educational Finance; Employment; Expenditures; Financial Support; Foreign Countries; *Higher Education; *Input Output Analysis; Retrenchment; *State Aid; Statistical Analysis; Universities
IDENTIFIERS- *Ontario

This study gauges the secondary impacts of Ontario, Canada's higher education system, in an attempt to define the boundary of production that encloses the economic activities involved in sustaining the demands put on the system by normal university activities. The accounting framework, upon which the impact model is based, is Statistics Canada Interprovincial Input Output Tables for 1984, which was refined to deal with price changes, wage rate increases, and productivity increases between 1984 and 1992. The study found that, while it may be difficult to ascertain precisely the economic value of educating engineers, scientists, professionals, and researchers, there is no doubt about the importance and significance of this contribution. Also, universities are major employers of people and significant contributors to the economic stability and vigor of the provincial economy, as well as of regional economies. Universities sustained over 182 thousand person years of employment and added $9 billion to the Gross Provincial Product of Ontario in 1992. A one percent drop in Ontario funding of universities carries with it serious declines in income and employment for the province, the regions, and the Canadian economy at large, and these declines are multiples of the original decrease. Four tables and four figures illustrate the study's findings. (JDD)

ED 374 749 HE 027 755

George, Peter J.; McAllister, James A.
The Expanding Role of the State in Canadian Universities: Can University Autonomy and Accountability Be Reconciled? Discussion Series, Issue 3.
PUB DATE- Sep 94
NOTE- 21p.; Paper presented at the General Conference of the Organisation for Economic Cooperation and Development on Institutional Management in Higher Education (Paris, France, September 5-7, 1994).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accountability; Change Strategies; Cost Effectiveness; Educational Trends; Foreign Countries; Governance; *Government Role; *Government School Relationship; Higher Education; *Institutional Autonomy; Institutional Role; Self Management; State Action; *State Government; *Trend Analysis; *Universities
IDENTIFIERS- *Canada

In each Canadian province, governments appear to be more and more intrusive into the day-to-day operations of their universities. Governments in such provinces as Manitoba, Saskatchewan, New Brunswick, and Alberta are concerned with making the

Analysis; *Distance Education; Educational Facilities; Educational Technology; *Educational Television; Higher Education; Library Materials; Nontraditional Education; Nursing Education; Program Descriptions; Program Development; Program Evaluation; Rural Areas; *State Programs; Student Attitudes; *Technological Advancement
IDENTIFIERS- *Compressed Video; *Nevada; Video Technology

A descriptive evaluation is presented that considers several distance-education courses in Nevada, all of which use compressed video. The performances and attitudes of distance-education students are compared in general terms with those of students in regular classes. Programs evaluated in this preliminary investigation include nursing courses from the University of Nevada, Las Vegas, which is linked to Northern Nevada Community College and three distance-education courses. Access to library reference materials is a problem recognized at these sites and at the University of Kentucky, where evaluations of distance education have been more extensive. Other issues explored include classroom interaction with and access to the instructor and the physical arrangements of classrooms and technology. Distance education in Nevada is in its infancy in terms of the developing technologies, effective teaching techniques, and fulfilling student needs, but it offers great promise for reaching rural areas and educating those who cannot leave their home communities. (SLD)

ED 374 768 IR 016 791

Maxcy, Doreen; And Others
Distance Education: Bridging an Instructional Gap.
PUB DATE- May 94
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Access to Education; *Audiovisual Aids; Communications Satellites; *Computer Assisted Instruction; *Distance Education; *Educational Technology; Educational Television; Elementary Secondary Education; Higher Education; *Interactive Television; Nontraditional Education; Program Development; Satellites (Aerospace); Technological Advancement; *Telecommunications
IDENTIFIERS- Compressed Video; Louisiana; North Slope Borough School District AK; *Star Schools; Video Technology

Distance education has become a major teaching and learning tool. Distance education typically uses technology to reach learners in the following ways: (1) audio communication through one- or two-way radio or telephone; (2) audiographic links such as computer-to-telephone setups; (3) freeze-frame transmission of visual images; (4) one-way audio-video such as educational television; and (5) interactive, two-way full-motion compressed video. A popular satellite-delivered program called Star Schools is a good example of effective distance education. Many factors influence the acceptance of distance education, but it appears to be more readily accepted when it is the only alternative to a regular classroom. The Telelearning Project Outreach at the Louisiana School for Math, Science, and the Arts and the distance-learning programs of the North Slope Borough School District (Alaska) illustrate the advantages and drawbacks of distance education. The America Tomorrow Leadership Information Service (ATLIS) is being implemented to help educators learn about distance education and educational technology. (Contains 11 references.) (SLD)

PUB DATE- 94
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adoption (Ideas); *Attitudes; *Computer Assisted Instruction; Diffusion (Communication); Educational Change; Educational Technology; *Instructional Innovation; *Meteorology; Multimedia Instruction; Training Methods
IDENTIFIERS- *Weather Forecasting

This study sought to determine the role that perceptions played in the adoption of an instructional innovation. According to current diffusion theories, an innovation is more likely to be adopted if potential adopters have favorable perceptions in regard to its complexity, compatibility, relative advantage, observability, and trialability. Three computer-based learning (CBL) modules represented the innovation in this study. These modules were developed for use in three weather forecasting agencies and were to be used as on-site training for forecasters. The research design involved the use of questionnaires and interviews to determine the perceptions of the potential adopters in regard to the CBL modules. A total of 29 potential adopters were interviewed for this study. Results showed that potential adopters consistently used three of the attributes listed above to discuss their perception of the innovation. The researchers concluded that compatibility, complexity, and relative advantage can be important considerations when introducing an innovation into instructional settings. The researchers also concluded that Rogers (1983) theory of perceived attributes can be a valuable tool for instructional developers working to increase the utilization of their products. (Contains 22 references.) (Author/JLB)

ED 374 789 IR 016 833

Regional Educational Laboratory Program.
PUB DATE- Sep 94
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Educational Change; Educational Improvement; Educational Policy; *Educational Research; Elementary Secondary Education; *Federal Programs; Instructional Innovation; Regional Programs; *Research and Development Centers
IDENTIFIERS- *Regional Educational Laboratories

The Office of Educational Research and Improvement (OERI) of the U.S. Department of Education supports educators and policymakers in their efforts to solve pressing education problems through a network of 10 regional educational laboratories. These regional educational laboratories try out new approaches to teaching and learning; provide training and technical assistance to teachers, administrators, and policymakers; and disseminate knowledge and findings about what works with diverse student groups under a variety of conditions. This document describes this program. It begins with a map of the United States depicting the regions served by each of the laboratories and lists the 10 laboratories with their addresses. Information abstracts are given for each, including address, executive director, deputy director, board chair, and region served; a description of the laboratory; a listing of the projects carried out by the laboratory; and the name of the OERI liaison responsible for the laboratory's work.

the process; and teachers were involved in negotiating lesson planning. Both qualitative and quantitative data were gathered to evaluate the program. Both teachers and students found the addition of information skills to the curriculum to be beneficial. These skills had an impact on students' self perception, learning processes, learning outcomes, and on the learning environments. The paper concludes by discussing the role of school administrators in integrating information skills into the curriculum. (Contains 10 references.) (JLB)

ED 374 808 IR 055 204

Starting Point: Guidelines, Standards and a Framework for Establishing a National Literacy Information and Communication Network.
PUB DATE- Jul 94
NOTE- 114p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Information; Cataloging; Computer Software; *Databases; Federal Legislation; Guidelines; *Information Dissemination; *Information Networks; *Literacy; Literacy Education; National Programs; Organizational Objectives; Resource Materials; Standards
IDENTIFIERS- *Database Development; National Literacy Act 1991

The National Institute for Literacy (NIFL) was charged with developing a National Literacy Database. This manual contains standards, guidelines, and a framework to be used when adding literacy resources to the National Literacy Information and Communication Network. As more state literacy resource centers (SLRCs) and literacy organizations implement these standards, the NIFL can make available all literacy-related information and material through a single point of contact. This Network will provide a consistent, reliable, and central source of literacy information. The manual opens with the vision statement of the NIFL Information and Communication System. The next two sections deal with cataloging literacy material and provide the MARC format, guidelines, and samples to be used when adding unpublished materials and organization information. The literacy thesaurus to be used for subject headings will eventually be added to the manual. Issues relating to the purchase of automation software for SLRCs are covered in the software section. A listing of software packages available in the marketplace is also included. The final section introduces guidelines for the dissemination of literacy materials. Included in the appendices are the text of "The National Literacy Act of 1991" and lists of work groups and their members. (JLB)

ED 374 809 IR 055 205

Jaques, Thomas F.
Clear Purpose...Complete Commitment: A Long-Range Program To Provide Louisianians with Library and Information Services Adequate to Their Needs, 1995-1999.
PUB DATE- 94
NOTE- 96p.; For the 1994-1998 report, see ED 371 738.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

from the bureaucracy down; (3) make technology work for the users rather than making users work for the technology; and (4) give customers what they want, not just what they need. Additional steps are identified for the diffusion of datafication of rural schools: pay attention to needs of users rather than the discoveries of researchers; let the users express how technology can benefit them; keep the innovation simple; and sell the benefits of change. (Contains 18 references.) (JLB)

ED 374 827 IR 055 256

Hazen, Dan C.
The Bibliographic Control and Preservation of Latin Americanist Library Resources: A Status Report with Suggestions.
PUB DATE- Apr 94
NOTE- 124p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Libraries; Access to Information; *Bibliographic Records; Bibliographic Utilities; *Cataloging; Financial Support; Graphs; Higher Education; Latin American Culture; Latin American History; Latin American Literature; Library Automation; *Library Collections; *Online Catalogs; *Preservation; Records Management; Research Libraries; Retrospective Conversion (Library Catalogs); Surveys
IDENTIFIERS- *Latin American Studies

This report offers a baseline survey of the retrospective strength of, access to, and preservation of Latin Americanist resources in North American libraries. Information about collections, online bibliographic control, and the need for preservation is derived from analyses of a 550-item sample of Latin Americanist materials published between 1935 and 1965. Results of the analyses suggest that North American libraries have done a fairly good job of acquiring mainstream research materials from and about Latin America. Only 20 items from the 550-title sample are not held in the United States. Most are represented in the major online bibliographic utilities, OCLC and RLIN. Results suggest that continued funding for retrospective conversion and delayed original cataloging is a crucial component for increasing access to Latin Americanist publications. While findings highlight significant progress in providing machine-readable access to bibliographic records in Latin Americanist studies, they underscore the fact that preservation reformatting has so far saved only a small portion of the Latin American imprints. Four appendixes list projects for conversion and cataloging and details of study methodology. Fifty-two figures (graphs) illustrate relative holdings. (SLD)

ED 374 828 JC 940 181

Jones, Ronna; And Others
Community College Internal Auditors: Internal Audit Guidebook.
PUB DATE- Sep 91
NOTE- 72p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Accountability; Administrator Responsibility; Administrator Role; *Audits (Verification); Community Colleges;

economically and educationally disadvantaged students will attend; and (5) declining agricultural and manufacturing sectors will create a need for more occupational training programs. Section II presents the college mission statement, and section III offers institutional goals for the near term future regarding instructional quality; student access and success; community relations; governance issues; quality of facilities and equipment. Section IV then provides specific operational plans related to facilities, computer services, matriculation, instruction plan, student services, affirmative action, and faculty and staff diversity. Section V provides statistics on indicators of progress, including student access, student success, student satisfaction, equity and affirmative action, and the college's fiscal condition. The final section, reviews three major enhancements to the college's planning system that should be accomplished to ensure a successful future: establish a rigorous program review system, expand current plans into a system of management by objectives, and integrate planning and budgeting. (KP)

ED 374 845 JC 940 534

Beno, Barbara A.; And Others
Evaluating the Evaluators: How Participants View Accreditation Standards, Practices, and Results.
PUB DATE- Jun 94
NOTE- 140p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Accreditation (Institutions); Accrediting Agencies; Community Colleges; *Evaluation Methods; Evaluation Research; *Evaluators; Mail Surveys; *Participant Satisfaction; Two Year Colleges

In 1993, the Accrediting Commission for Community and Junior Colleges initiated a comprehensive evaluation of the standards and procedures it uses to accredit colleges. The Commission asked the Research and Planning Group for California Community Colleges to carry out the survey. A total of 1,361 questionnaires were mailed to representative members of visiting teams and staff members from colleges which had been accredited using the 1990 standards. Study findings, based on a 70% response rate, included the following: (1) both team members and staff members who prepared self-studies were supportive of the overall accreditation process, including the Commission handbooks, orientation, team composition, and clarity of communications; (2) evaluation standards were judged to be appropriate; (3) the process was perceived to be useful in promoting self-evaluation, planning, and program review; clarifying college mission and goals; and monitoring college processes; (4) a majority the respondents felt that accreditation stimulates institutional improvement, certifies that colleges are meeting their goals, provides broad assurance of quality to the public, and helps develop consensus on standards of good practice; and (5) respondents were critical of the accreditation process with respect to its helpfulness in complex budgetary, staffing, and leadership areas; clarity of standards; the Commission's willingness to take negative actions when warranted; and colleges' lack of speed in taking action on accreditation recommendations. The survey report includes data on procedures and outcomes; a comparison of findings with a 1987 survey; and policy questions raised by survey findings. (KP)

47, with a mean age of 21.7. Test scores and course grades were obtained through the TSCC records office. A statistically significant correlation was found between cumulative GPA and all three ASSET scores: written skills, reading skills, and numerical skills. The amount of common variance between the scores and GPA was small, however, registering 16% for written skills, 17% for reading skills, and 8% for numerical skills. The study findings, therefore, could not be considered conclusive. To get a better picture of correlation between these variables, a study should be done on a larger scale, using samples from different ASSET testing years and examining student retention in addition to GPA. (KP)

ED 374 863 JC 940 556

Pennino, Eileen M.; Luster, Gwen Tolliver
Norwalk Community College AA-AS Degree Review Committee Curriculum Report, August 21, 1989.
PUB DATE- 21 Aug 89
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Education; Associate Degrees; *College Curriculum; *College Instruction; Community Colleges; *Core Curriculum; Curriculum Development; *Curriculum Research; *General Education; *Interdisciplinary Approach; Liberal Arts; Minimum Competencies; Multicultural Education; Relevance (Education); Required Courses; Two Year Colleges
IDENTIFIERS- *Norwalk Community College CT

In an attempt to revitalize and reform its curriculum, the Associate of Arts-Associate of Science (AA-AS) Degree Review Committee (DRC) of Connecticut's Norwalk Community College issued a curriculum report proposing a 21 credit, limited distributive core for the AS degree (which accounts for 80% of the college's degree recipients). This proposal should not be put into effect, however, since the DRC's recommendations provide a misleading and narrow definition of general education as liberal arts or non-vocational classes. Moreover, the proposal places an emphasis on minimum requirements, doesn't provide students with an opportunity to see the connectedness of knowledge, doesn't provide a balanced distribution of topics in the core, and may limit the adaptability of the curriculum to meet changing educational needs. A better alternative would be a common core of five courses, including interdisciplinary and departmental offerings, for all associate degree students which would provide flexibility for cultural literacy and multicultural education, raise academic standards by maintaining a minimum competency level requirement for entry to core classes, and provide more focused developmental and English as a Second Language programs. In addition, it would hold all faculty responsible for student skill development, eliminate an "educational underclass," rejuvenate faculty by giving them responsibility for curriculum development, and provide a connected view of learning. Despite concerns related to the implementation and transferability of interdisciplinary courses, the college would improve through the process and be on the forefront of curriculum reform. Contains 35 references. (MAB)

ED 374 864 JC 940 557

Kinningham, Russ; And Others

characteristics, 50% of the 1990 sample were female, compared to 59% of the FS sample; (2) the FS group had more remedial education needs upon entering than the 1990 sample; (3) after one year, the FS students had an average grade point average of 2.22, compared to 1.70 for the 1990 students, while 19% (n=13) of the FS and 21% (n=49) of the 1990 group were candidates for academic probation; (4) 79% of the 1990 group returned for the subsequent quarter, while 69% of the FS students did; and (5) for both groups, less than 7% of the students who attempted academic credit courses received "A's," overall pass rates in the humanities were 11% better for FS students than the 1990 group. The results suggested that the FS program, as implemented, resulted in overall better academic outcomes for at-risk students. (KP)

ED 374 881 JC 940 590

Accountability Report To Assess the Effectiveness of Undergraduate Education at Arapahoe Community College, October 1, 1994.
PUB DATE- 1 Oct 94
NOTE- 123p.; For the 1993 report, see ED 366 375.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Persistence; *Accountability; Adult Education; Community Colleges; *Curriculum Evaluation; Needs Assessment; *Outcomes of Education; *Participant Satisfaction; *Program Improvement; Questionnaires; School Effectiveness; *Student Attitudes; Surveys; Transfer Students; Two Year Colleges; Vocational Education
IDENTIFIERS- Arapahoe Community College CO

This annual report provides an overview of Arapahoe Community College's (Colorado) efforts to improve undergraduate education and the success of those efforts as of 1993-94. After outlining changes made in the transfer, vocational education, and developmental studies programs, the report provides information on specific recommendations implemented since 1992-93 related to vocational education; retention and completion; alumni satisfaction; after graduation performance; graduating students satisfaction; community education; and business and industry services. Appendixes comprise the bulk of the report, providing data and survey results related to the following: (1) a 1993-94 calculus readiness test; (2) college algebra instructional strategies; (3) a student self-evaluation communication survey and instructor ratings of student improvement in speech; (4) guidelines for English instructors and results from surveys of students confidence in their writing ability; (5) transfer accountability projects; (6) two pilot studies in developmental English; (7) a developmental reading survey; (8) a developmental mathematics tracking analysis; (9) minority student enrollment comparisons, 1992-94; (10) results of licensure exams, 1993-94; (11) a vocational education student satisfaction survey; (12) a graduate employer survey; (13) term-to-term retention/persistence rates for full-time, part-time, and all students; (14) transfer acceptance, grade point averages, and completion/persistence rates for selected years from 1988-89 to 1993-94; (15) graduating student satisfaction levels; (16) community education satisfaction levels; and (17) business and industry student satisfaction reports. (KP)

ED 374 882 JC 940 592

particularly those which they would like to see expanded or improved. Presented is testimony by (1) California Representative Matthew Martinez; (2) two Head Start parents; (3) four Head Start regional directors; (4) the president of the South Carolina Head Start Association; (5) two directors of local Head Start programs; (6) two members of the National Migrant Head Start Program; (7) the president of the Indian Head Start Association; (8) the vice-president of the National Head Start Association; (9) the curriculum director of the Early Childhood Professional Development Network; and (10) a member of the Head Start Collaboration Project in Ohio. (MDM)

ED 374 901   PS 022 723

Christianson, Linda
Head Start Male Role Model Child Development Associate Credentialing Curriculum Project.
PUB DATE- 16 Mar 94
NOTE- 15p.; Paper presented at the Annual Training Conference of the National Head Start Association (21st, Louisville, KY, April 13-16, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Development; Educational Improvement; *Males; Nontraditional Occupations; Preschool Education; *Preschool Teachers; *Professional Training; *Role Models; Student Attitudes; Student Problems
IDENTIFIERS- CDA; *Child Development Associate; *Project Head Start

The Head Start Male Role Model Child Development Associate (CDA) Credential Program is based on the assumptions that men are valued as nurturers of small children; that low-income Black and Hispanic males can be successful as educators and role models to young children and other men; and that early childhood education can be a remunerative and satisfying career choice for men. The 1-year program consists of 9 quarter hours of study in child development coordinated through National-Louis University and work as a paid teacher aide for 20 hours per week in a Head Start Program. Of the first group of 10 participants, only two completed the program as structured. Problems included the students' failure to keep many agreements (being late or absent from class and work at Head Start sites, and not doing homework and necessary paperwork); students' below-average written language and math skills; and students' sense of being relegated to low-skill tasks. In addition, the community did not support the idea of men working with small children. To improve the program, which also had administrative problems, it was recommended that the coordinator-student relationship be strengthened, and the curriculum be revised to include orientation; outreach; activities focusing on the self-esteem, self-awareness, and commitment of the participants; and success-building in the classroom. (AC)

ED 374 902   PS 022 726

Translating Research into Practice: Implications for Serving Families with Young Children. National Head Start Research Conference (2nd, Washington, D.C., November 4-7, 1993). Summary of Conference Proceedings.
PUB DATE- Nov 93
NOTE- 481p.

achievement. The district is in a small urban city located within the metropolitan New York area. The study was conducted at the Orange High School, using a sample of 198 tenth-grade students for whom the most recent scores on the state mandated High School Proficiency Test (HSPT) were available. Data on students' family structure, primary language, and socioeconomic status were also collected for use as control variables in the analysis. Student mobility was measured by the number of consecutive uninterrupted years in the district, the number of moves, and the distance of the move. The results indicated a high degree of mobility, and that mobility did not affect student achievement. The mobility factors explained only 1.8% more of student achievement than did the non-mobility factors. Student language was the only variable consistently related to HSPT performance for students who transferred into the district from both outside the United States and within the United States. Even with the mobility factors taken into consideration, students who spoke only English scored almost six points higher on the HSPT than students who did not speak only English. The results suggests that whether or not a students speaks only English at home is an area that the Orange School District can focus on as it strives to improve student achievement. (HTH)

ED 374 921 PS 022 806

O'Brien, Marion
Promoting Successful Transition into School: A Review of Current Intervention Practices.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jun 91
NOTE- 15p.; Portions of this paper were presented at the conference, "New Directions in Child and Family Research: Shaping Head Start in the 90s" (Arlington, VA, June 1991).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- At Risk Persons; Early Childhood Education; *Early Intervention; Educational Strategies; Grade 1; Grade Repetition; Kindergarten; *Program Effectiveness; School Entrance Age; *School Readiness
IDENTIFIERS- Delayed School Entry; Project Head Start

Three types of intervention strategies are helping children make a successful transition into kindergarten: early intervention programs, school survival skill training, and delayed school entry. Early intervention programs are early childhood and preschool programs such as Head Start. The overall long-term effectiveness of such programs has generally been impressive; however, increased kindergarten readiness scores for participating children do not always transfer to the public schools, suggesting a discrepancy in classroom organization and teacher style between preschool and primary school. School survival-skill training involves direct instruction in specific skills immediately prior to the child's transition into school. Controversy over this approach has focused on whether preparation for kindergarten is an appropriate and necessary function of preschool programs. This controversy might be eased if some of the broader developmental tasks faced by children during early school transitions could be addressed, such as learning to view themselves as successful students, and formulating strategies for learning. Delay of school entry for children who appear at-risk for early difficulties often

Environmental Education Learning Experience Designed for Grades 5-7.
PUB DATE- Jul 94
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Environmental Education; *Experiential Learning; *Geology; Instructional Materials; Intermediate Grades; Junior High Schools; Learning Activities; Mineralogy; Natural Resources; *Outdoor Education; Petrology; *Science Curriculum
IDENTIFIERS- *Blue Ridge Mountains; North Carolina; *Rocks

This activity packet was designed to introduce students in grades 5-7 to the geology of the Blue Ridge Mountains through hands-on activities for the classroom and the outdoor setting of Mount Jefferson State Park (Jefferson, North Carolina). Previsit activities introduce students to the different rock types: sedimentary, igneous, and metamorphic. Students learn how rocks are formed, how to recognize them, and how they erode. On-site activities familiarize students with the actual rock types of Mount Jefferson State Park, their characteristics, and where they are found in the park. Postvisit activities broaden student understanding of geology by clarifying how rocks and minerals are used in our daily lives. Each activity includes curriculum objectives, location, group size, estimated time, materials, special considerations, major concepts and objectives, teacher instructions, information for students, and student worksheets. The guide also includes an overview of the North Carolina State Parks System and Mount Jefferson State Park, information on the geology of Mount Jefferson State Park, vocabulary words, references, and forms to schedule park visits. (LP)

ED 374 939 RC 019 797

Indian Issues Regarding Head Start Reauthorization. Joint Hearing To Expand the Provisions of Head Start Services and To Improve the Overall Quality of Head Start Programs, before the Committee on Indian Affairs and the Committee on Labor and Human Resources. United States Senate, One Hundred Third Congress, Second Session.
PUB DATE- 25 Mar 94
NOTE- 205p.; Several appended materials contain small print, figures, or photographs that will not reproduce.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *American Indian Education; *Delivery Systems; Disadvantaged; *Educational Needs; Eligibility; Facility Requirements; Federal Indian Relationship; Federal Programs; *Financial Problems; Hearings; Low Income; Preschool Education; *Tribally Controlled Education; Tribes; *Young Children
IDENTIFIERS- Congress 103rd; *Project Head Start

A joint Senate committee hearing received testimony on the unique circumstances and needs of American Indian Head Start programs. There are currently about 120 Indian Head Start programs providing services to 181 American Indian and Alaska Native tribes. The Associate Commissioner of the Head Start Bureau described the ongoing federal initiative aimed at improving and expanding Head Start by making additional financial and technical assistance available to Head Start grantees. U.S.

ED 374 955 RC 019 817

Danin, Susan T.
Evaluation of the Dissemination of "Family Connections" for the Laboratory Network Program.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 93
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Child Development; Educational Cooperation; *Information Dissemination; *Institutional Cooperation; Organizational Objectives; Parent Education; *Parent Materials; *Preschool Education; Program Evaluation; Rural Areas; *Rural Education; Shared Resources and Services
IDENTIFIERS- *New Jersey; *Regional Educational Laboratories; Rural Assistance Councils

This report evaluates the dissemination to rural communities in New Jersey of a program previously found to be successful in rural Appalachian communities. The report evaluates the collaboration process between Research for Better Schools (RBS), the New Jersey Rural Assistance Council (RAC), and Appalachia Educational Laboratory (AEL), who developed the program. Family Connections consists of 30 weekly guides designed for use by families in helping their preschool children develop identified skills. Key individuals involved in program dissemination were asked questions about the roles different people played, resources required, decision-making processes, success stories, and problems and resolutions. The collaboration was considered successful due to the following factors: (1) both RBS and AEL benefitted from the collaboration (e.g., the program helped RBS meet its goals for working with the New Jersey RAC, and AEL gained assessment information about the program); (2) key people from both laboratories were compatible and flexible; and (3) RBS and AEL shared costs and responsibilities for promoting the program. Successful program dissemination in New Jersey was the result of support from key leaders in the RAC and in the counties with established relationships with RBS; the "user-friendly" nature of Family Connections in that it is easily understood, adaptable, and relatively inexpensive to implement; an internal support structure consisting of implementation teams, a local coordinator, and follow-up meetings; direct dissemination of the program to people who would implement it; and enthusiasm resulting in schools' willingness to assume the cost for continuing the program. (LP)

ED 374 956 RC 019 818

Newton, Earle; Newton, Patti
Voices, Vision and Vitality: Redesigning Small Schools.
PUB DATE- 92
NOTE- 143p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Attitudes; Case Studies; Change Strategies; Educational Assessment; *Educational Change;

Borba, Marcelo; Confrey, Jere
The Role of the Teaching Experiment: Students' Construction of Transformations in a Multiple Representational Environment.
PUB DATE- Apr 93
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Algebra; Analytic Geometry; Case Studies; Constructivism (Learning); *Functions (Mathematics); High Schools; *High School Students; Interviews; *Mathematics Instruction; Models; *Transformations (Mathematics); *Visualization
IDENTIFIERS- *Computer Integrated Instruction; *Function Probe

Function Probe is a multi-representational software for Apple Macintosh computers. It was designed to allow students to approach problems in different ways and/or use different representations. This case study describes a 16-year-old student as he creates a path among a variety of representations of transformations of functions while using the Function Probe computer software. The model used in this study inverts the order of the traditional model of teaching about transformation of functions, by starting with visualization of graphs, then focusing on relationships between graphs and tabular values, and finally, focusing on relationships between graphs and algebraic representation. Contains 14 references. (MKR)

ED 374 978 SE 054 934

Jacobs, Victoria R.; Lajoie, Susanne P.
Statistics in Middle School: An Exploration of Students' Informal Knowledge.
PUB DATE- Apr 94
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Discussion (Teaching Technique); Intermediate Grades; Junior High Schools; *Junior High School Students; *Knowledge Level; Mathematics Instruction; Mathematics Tests; Middle Schools; *Probability; Sampling; *Statistics; Teaching Methods
IDENTIFIERS- Alternative Assessment; *NCTM Curriculum and Evaluation Standards; Wisconsin

Ten high-ability middle school students participated in a 13 week enrichment program on inferential statistics. Consistent with the NCTM Standards, classes emphasized problem solving in real world contexts and the communication of mathematical ideas. Students struggled with written assignments, yet worked effectively in pairs, small groups, and whole class discussions. Students also proved capable of teaching the class and developing their own tests. Significant improvement in student performance from pretest to posttest showed that instruction improved students' statistical understanding. Analysis of students' written work and protocols of classroom dialogues indicated that students had considerable experience with both chance and inferences in decision-making. Students were familiar with the language of probability although they one and plus or minue two. The problems were selected so that the digits 0 through 9 appear equally often as the first and last digit, and that the incorrect sum of one half of the problems was an odd number. Three groups of 40 problems (1-digit, 2-digit, and mixed) were presented in various orders. Results for grade, ability, and task were significant as predicted. One-digit problems in the heterogeneous set took significantly longer than 1-digit problems in the homogeneous set, but there was no significant difference in the context-related processing of 2-digit problems. It appears that mental calibration accounts for some of the processing resources in mental addition, but only in tasks that are in the declarative knowledge of the subject. (Author)

ED 375 000 SE 055 256

Steinberg, Ruth M.; And Others
Toward Instructional Reform in the Math Classroom: A Teacher's Process of Change.
PUB DATE- Apr 94
NOTE- 42p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Educational Change; *Elementary School Teachers; *Instructional Improvement; *Mathematics Instruction; *Mathematics Teachers
IDENTIFIERS- *Cognitively Guided Instruction; Reform Efforts; *Teacher Change

The reform movement in mathematics education calls for students to engage in problem solving, to discuss and communicate their thinking, and to develop meaningful understandings. This paper reports a case study of a fourth-grade class in line with the reform call, emphasizing the process of change the teacher experienced and the support she needed. The teacher in this study taught mathematics using the Cognitively Guided Instruction approach. Observations, interviews, and student assessments were collected. Reported are four phases of teacher change: (1) the teacher's teaching and thinking at the beginning of the study; (2) learning, thinking, and stimulating the process of change; (3) learning from and helping individuals; and (4) building on children's thinking in instruction. Contains 25 references. (MKR)

ED 375 001 SE 055 259

Brownstein, Erica M.; Destino, Thomas
Scenes from a Science Classroom: An Enrichment Program Experience.
PUB DATE- Apr 94
NOTE- 39p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Black Students; *Enrichment Activities; *Grade 7; Junior High Schools; Science Education; *Science Programs
IDENTIFIERS- *African Americans; *Hands on Science

To increase the representation of African Americans in science fields, potential candidates must have positive personal

PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Art Appreciation; *Art Education; *Creativity;
Creativity Tests; Elementary Secondary Education; Mathematics
Achievement; Self Esteem; Sex Differences; Summative Evaluation
IDENTIFIERS- Fairfield City School District OH; Hamilton City
School District OH; SpectraPlus Program

The Spectra program is a 4-year model arts initiative being conducted in four elementary schools in two southwestern Ohio cities. An empirical study compared students in a Spectra program with two groups of students in two alternate, non-Spectra programs in districts A and B to measure differences in creativity, academic achievement, self esteem, locus of control, and appreciation of the arts. Results showed that on creativity tests, Spectra children scored highest overall on the total test, originality, and resistance to closure. Reading and mathematics achievement scores were examined prior to and following program treatments. Spectra students showed no differences in reading improvement from Group A, but less achievement improvement than group B. Spectra males showed greater mathematics improvement than Group A as a whole, while the Spectra girls showed the lowest mathematics improvement. There was no difference in Spectra and group B students in total mathematics achievement. Grade and gender were more significant to self-esteem than either Spectra or other treatments. There were no significant differences among the groups in locus of control measures. In total arts appreciation measures, Spectra students scored highest. Recommendations called for: (1) continuance of Spectra program in the school districts employing it; (2) longitudinal evaluation of areas showing inconclusive results; (3) expansion of the Spectra program to use among older students; (4) and investigation of the gender inequities shown among Spectra students in terms of mathematics achievement and social self-concept functioning. (MM)

ED 375 024   SO 024 069

Mills, E. Andrew, Ed.
Supervision and Administration: Programs, Positions, Perspectives.
PUB DATE- 91
NOTE- 215p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Reports - Descriptive
(Program/Project Descriptions) (141)
DESCRIPTORS- *Art Education; Community Resources; Cooperative
Programs; *Educational Administration; Elementary Secondary
Education; Evaluation; Management Development; Specialists;
Staff Development; Statewide Planning; *Supervisory Methods;
Urban Education

This anthology is a collection of 17 articles by arts supervisors and administrators. The authors discuss both specific and general aspects of art education program supervision. Topics include staff development, evaluation of art learning, integrating community cultural resources, establishing elementary art specialists, coordinating multiple arts programs, inner city programming, developing management skill, and art education from the state viewpoint. The volume includes: (1) "The Need for a Supervisor" (E. Andrew Mills); (2) "Art Beyond the School Walls" (Gene C. Wenner); (3) "Building Relationships: Quality Visual Arts Education in the 1990s" (Gretchen A. Boyer); (4) "Arts Administration in a City System: Pittsburgh, Pennsylvania" (Laura J. Magee); (5) "Arts Education and the Effective Schools Research: Practical

Justice. Law in a Free Society Series. Level V Middle School and Above, Teacher's Guide. Revised Edition.
SPONS. AGENCY- Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.; National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 94
NOTE- 171p.; For a related "Student Text," see SO 024 341.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Citizenship Education; *Constitutional History; Constitutional Law; *Democracy; Instructional Materials; Intermediate Grades; *Justice; *Law Related Education; Middle Schools; *Privacy; *Responsibility; Secondary Education; Social Studies; United States History
IDENTIFIERS- Authority

This teacher's guide presents effective strategies to implement the "Foundations of Democracy" textbook, which introduces four concepts basic to the United States Constitution: authority, privacy, responsibility, and justice. The guide explains that the success of citizenship education programs depends on extensive interaction among students, realistic content that includes balanced treatment of issues, use of community resource persons, and the support of principals and other school administrators. The guide identifies effective questioning strategies, techniques for small group learning, and interactive teaching methods. To promote student interaction, teachers are instructed to stimulate legislative hearings, moot courts, mediation sessions and town meetings. Because of the interactive and conceptual nature of the curriculum, the volume suggests performance-based assessments, in which students demonstrate their knowledge and skills by addressing complex questions within a meaningful context for which there is usually not just one correct answer. For each chapter, the guide provides suggestions for introducing the topic and for supplemental classroom activities. (JD)

ED 375 044 SO 024 343

Perry, George S., Jr.
Metropolitan Nashville Public Schools: An LRE Laboratory. Technical Assistance Bulletin, No. 11.
SPONS. AGENCY- Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.
PUB DATE- 92
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Citizenship Education; Community Involvement; Curriculum Development; Elementary Secondary Education; *Law Related Education; *Public Schools; *Social Studies; Teacher Education
IDENTIFIERS- *Nashville Metropolitan Public Schools TN; *National Training and Dissemination Program; Youth for Justice Program

This bulletin describes the success of a partnership between the National Training and Dissemination Program (NTDP) and the Metropolitan Nashville Public Schools (Tennessee). Beginning in October, 1992, the NTDP provided Nashville with technical, staff, and financial assistance as well as law-related education (LRE) resources. Nashville schools cooperated in developing a pilot program for one of the district's 11

Teaching Strategies.
PUB DATE- 94
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Case Studies; Citizenship Education; *Controversial Issues (Course Content); Discussion; *Law Related Education; Learning Activities; Secondary Education; Social Studies; *Teaching Methods

This instruction guide conveys effective strategies for engaging students in small group exercises, brainstorming, discussions, case studies and controversial issues. After emphasizing the importance of the first small group session for setting the tone, the guide advises teachers to appoint groups of two to five students, assigning the most extroverted as group leaders and dividing the least perceptive among the groups. As each group sits in a circle, the teacher should move around to each group to answer questions. To foster imaginative solutions to problems, the guide presents the strategy of brainstorming. Teachers should call for as many and as wild ideas as the students can offer, discouraging any evaluation that may discourage creativity. For the successful use of the discussion method, the guide encourages teachers to consider the purposes that their questions are intended to serve, whether to open discussion, amplify a contribution, or to close a discussion. The guide devotes considerable attention to case studies, a method well-suited to law-related education. Foremost, the teacher should carefully choose the appropriate case, one which involves an enduring legal question and evokes dramatic interest. After introducing students to the facts of the case, the teacher should define the legal issues and arguments and invite students to explain their decision in the case. When controversial subjects arise, students should identify the core issues and recognize the legitimacy of the arguments. (JD)

ED 375 064   SO 024 543

Croddy, Marshall; And Others
Criminal Justice in America. Second Edition.
SPONS. AGENCY- Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.
PUB DATE- 93
NOTE- 299p.; For "Teacher's Guide," see SO 024 544.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Citizenship Education; Correctional Institutions; Crime; Crime Prevention; Criminal Law; Criminology; High Schools; Juvenile Justice; *Law Related Education; Learning Activities; Police; Police Action; Secondary School Curriculum; Social Studies
IDENTIFIERS- *Criminal Justice

This comprehensive textbook on criminal justice is intended to serve as the foundation for a high school course on law-related education or as a supplement for civics, government or contemporary-issues courses. Designed to foster critical thinking and analytical skills, the book provides students with an understanding of the criminal justice system, its laws, and procedures. It examines the controversial issues of victims' individualized assistance to students as they prepare course assignments. An appendix lists and describes strategies used with preservice and inservice teachers, including curriculum mapping, ideal teacher/ideal learner, style pre-assessment, and in-process journals. (JDD)

ED 375 082   SP 035 436

King, Irvin L.; And Others
Who Is Better in Math, Boys or Girls? A Report from the Palau Math Project.
PUB DATE- 11 Aug 94
NOTE- 32p.; Paper presented at the Annual Pacific Educational Conference (11th, Saipan, Northern Mariana Islands, August 11, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Achievement Gains; Elementary School Students; Elementary Secondary Education; Females; Foreign Countries; Longitudinal Studies; Males; *Mathematics Achievement; *Mathematics Skills; Secondary School Students; *Sex Differences; Social Influences; Sociocultural Patterns
IDENTIFIERS- *Palau

A 1984-85 study of Palau elementary students, who were pretested, instructed with a textbook and additional practice booklets, and posttested, revealed gains for every skill at every grade level. A 1986-87 study, using a series of 26 booklets representing a fairly complete math curriculum, showed that students using the experimental booklets gained more during the year than students using regular textbooks. A longitudinal study conducted between 1985 and 1992 showed decreasing scores over the period. Overall competence in mathematics at the sixth through eighth grade level was most highly correlated to recall of division facts. Students scored higher on the computational component than on the application component of the test. Evaluation of 1993 data indicated that girls in grades 2 to 8 outperformed boys on each of the subskills. Scores on the Stanford Achievement Test administered to some students in grades 4, 6, 8, 10, and 12 showed that girls outperformed boys at each grade level except 12. This performance is attributed to the fact that girls in Palau must go home and remain there after school while boys are free to roam about; hence, girls are more likely to do their school work. As boys get closer to graduation, they begin to take their studies more seriously and improve their performance. The outcomes of the studies strongly suggest that social factors are just as, or more important than genetic factors with regard to math performance. Sixteen data tables are attached. (JDD)

ED 375 083   SP 035 438

Garduno-Estrada, Leon R.
The Relative Importance of Different Psychological Approaches for Teaching: Implications for the Quality of Education.
PUB DATE- 92
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Behaviorism; Business Administration Education; *Cognitive Structures; College Students; Educational Quality;

1989 amalgamation with the University of Melbourne's Faculty of Education. Participants for the program each year were selected on the bases of their research performance or potential and the extent to which their research activity had been limited by various types of structural or circumstantial factors. The program's key elements included fractional time release for research, individualized mentoring, and group collaboration. The mentor's role involved assisting staff to focus on and clarify research goals and to support and guide staff in their progress. The program's success has been evidenced through such outcomes as conference presentations, publication of articles in refereed journals, completion of postgraduate research publications, and success at gaining competitive or peer-reviewed funding for further research. (JDD)

ED 375 100   SP 035 467

Bezzina, Michael
Empowering the Principal through Professional Development.
PUB DATE- Jul 94
NOTE- 17p.; Paper presented at the Annual Conference of the Australian Teacher Education Association (24th, Brisbane, Queensland, Australia, July 3-6, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Administrator Qualifications; *Catholic Schools; Elementary Secondary Education; *Faculty Development; Foreign Countries; Higher Education; Inservice Education; *Management Development; *Principals; *Professional Continuing Education
IDENTIFIERS- Australia (Sydney); *Empowerment

This paper reports on research into the professional development practice of principals in the Diocese of Parramatta, which administers a system of approximately 75 schools in the west of Sydney, Australia. A survey of 46 principals gathered data on respondents' qualifications, association membership, participation in Catholic Education Office professional development activities and in inservices provided by other agencies, conferences attended, other activities contributing to professional development, valued forms of professional development, perceived professional development needs, preferred methods of delivery, and tertiary credit. The data indicated that the principals in the Parramatta diocese are, by and large, an experienced and highly qualified group and in general they participate regularly in professional development activities. The most commonly attended forms of professional development are conferences organized by the principals' associations. The most valued professional development activities are those classified as "learning on the job" or involving interpersonal skill development. Female principals, lay principals, and primary principals attended more professional development activities than their male, religious, and secondary counterparts respectively. In light of these results, three major initiatives were developed to address the professional development of principals at three stages: pre-appointment, induction, and ongoing development. (JDD)

ED 375 101   SP 035 468

Butcher, Jude
Cohort and Case Study Components in Teacher Education Research.
PUB DATE- 5 Jul 94
NOTE- 16p.; Paper presented at the Annual Conference of the

Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adults; *Blacks; *Clinical Diagnosis; *Community Programs; *Females; Health Activities; *Health Education; Health Materials; Health Promotion; Program Design; Program Development; Resource Materials; Special Health Problems; Young Adults
IDENTIFIERS- *Lupus

Lupus is a serious health problem that mainly affects young women between the ages of 15 and 44. Although people of all races may get lupus, black women have three times higher rates of incidence, prevalence, and mortality than white women. With early detection and proper treatment, most people with lupus can lead a normal life. This kit is designed to help develop educational programs, plan activities to increase awareness about lupus in black women, and encourage early diagnosis of the disease. The kit is divided into four sections. The first section, "How to Develop a Lupus Awareness Program," provides a sample program plan and a list of activities to be used in schools or in the community. Section two, "How to Work with the Media," includes guidelines for working with public service announcements, and a sample newsletter article. The third section, "How To Use Camera-Ready Materials," provides instructions for production of a booklet titled "What Black Women Should Know about Lupus," a test of lupus knowledge, a bookmark, stationery, and logos. The final section, "How to Find Additional Resources," provides names and addresses of organizations that have additional information about lupus. A copy of "What Black Women Should Know About Lupus," a booklet to increase awareness about signs of the disease, an order form to request additional copies of this kit or the booklet, and an evaluation form complete the kit. (LL)

ED 375 119   SP 035 498

Webster, Val; Byrne, Carmel
Grading the Practicum.
PUB DATE- Jul 94
NOTE- 33p.; Paper presented at the Annual Conference of the Australian Teacher Education Association (24th, Brisbane, Queensland, Australia, July 3-6, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries; Grades (Scholastic); *Grading; Higher Education; *Practicums; Preservice Teacher Education; Schools of Education; *Student Teacher Evaluation; Student Teachers; *Student Teaching; *Teacher Competencies
IDENTIFIERS- Australia; *University of Melbourne (Australia)

In 1993, the University of Melbourne's Institute of Education determined that School Experience and Professional Practice subjects would be graded according to the University's standard assessment scheme instead of a pass/fail scheme. To establish a framework for assessment, the Beginning Teacher Competencies from the National Project on the Quality of Teaching and Learning were used, with six main categories across all years of all pre-service courses except Early Childhood. The categories include: planning for learning, use and development of knowledge, teaching methodology, monitoring and assessment, communication skills, and reflection and evaluation. Seven assessment levels ranging from outstanding to unsatisfactory

PUB DATE- Apr 94
NOTE- 42p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Teachers; Cultural Pluralism; *Educational Needs; Educational Objectives; Educational Planning; Elementary Secondary Education; Higher Education; *Multicultural Education; Perspective Taking; *Preservice Teacher Education; *Teacher Attitudes; *Teacher Education Curriculum; Teacher Educators

The purpose of this study was twofold: first, to investigate new teachers' perceptions of needs for multicultural education in teacher preparation programs; and second, to better understand the meanings new teachers give to the term multiculturalism. Interviews conducted with nine practicing teachers, recent university graduates, focused on their recommendations for teacher education, their definitions of the term multiculturalism, and their rankings of a series of goals based on a typology of approaches to multicultural education. Themes in responses and similarities and differences between teachers' views and views explicated in the literature on multicultural education were sought. Teachers' recommendations included references to: course work in multicultural content, knowledge construction, and pedagogy; field experiences; and qualifications and characteristics of teacher education faculty. Teachers' definitions of multiculturalism included involving students of all backgrounds and understanding perspectives of different groups. Most of the teachers (five of nine) ranked the goal "teach human relations and social harmony" highest. The goal most frequently ranked last was "teach students to adapt to the norms of the dominant culture." The report concludes with implications for future practice and research. (Contains 27 references.) (Author/LL)

ED 375 138 SP 035 549

Trumbull, Deborah J.
Two Pathways to Successful Teaching.
PUB DATE- Apr 94
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Context Effect; Higher Education; High Schools; Junior High Schools; Longitudinal Studies; Middle Schools; *Perspective Taking; Prior Learning; *Professional Development; *Secondary School Teachers; Self Concept; *Teacher Attitudes; Teacher Education Programs; Teaching Experience
IDENTIFIERS- *Reflection Process; *Teacher Development

A longitudinal study was conducted to examine how a person's concept of learning, teaching, and self as teacher and learner changes over the years, and to understand the factors which contribute to the development of teachers. This paper presents the stories of two teachers who participated in the study--Beth who taught middle school science classes in an environment that emphasized the learning of thinking processes, and Jim who taught secondary classes for which state-mandated exams focused

Services; Instructional Materials; *Interpersonal Communication; Job Search Methods; Land Settlement; Language Patterns; Language Skills; Leisure Time; *Limited English Speaking; *Literacy Education; Money Management; Second Language Instruction; Teaching Guides; Verbs; Workbooks; Writing Instruction

Materials for adult English-as-a-Second-Language (ESL) instruction are presented. They are designed to enable adult ESL learners with limited oral and/or written competence in English to handle most everyday survival, social, family, and job-related situations independently, using oral and written English. Stage 2 materials, presented here, are intended for learners at student performance levels 3 and 4 (of 6 levels). Twelve instructional units cover these topics: getting a job; behavior on the job; making choices about money; driving a car; leisure time; grammatical constructions; clothing and shopping; health needs and services; attending school (all levels); becoming a citizen; and getting used to a new country. Lists of common abbreviations and a U.S. map are included. Components of these materials include the student workbook, an audiotape (not included here), the teacher's edition of the workbook, and the teachers' resource file, which contains reproducible masters for a wide variety of complementary activities, consisting of exercises, problem-solving activities, simulations, and games relevant to the individual unit topics, and generic games and game boards. The materials use authentic language, adult contexts relevant to the lives of learners, their families, and friends, and visual stimuli when appropriate, and emphasize paired and group work. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 374 693   FL 800 844

Newman, Christy M.; And Others
LifePrints 3: ESL for Adults. Teacher's Edition; Teacher's Resource File; Student Book .
PUB DATE- 94
NOTE- 506p.; For other documents in this series, see FL 800 842-843.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Community Services; Continuing Education; *Daily Living Skills; Driver Education; *English (Second Language); Grammar; Instructional Materials; *Interpersonal Communication; Language Skills; Legal Problems; *Limited English Speaking; *Literacy Education; Money Management; Problem Solving; Real Estate; Second Language Instruction; Sentence Structure; Tape Recordings; Teaching Guides; Technological Advancement; Travel; Workbooks; Writing Instruction

Materials for adult English-as-a-Second-Language (ESL) instruction are presented. They are designed to enable adult ESL learners with limited oral and/or written competence in English to handle most everyday survival, social, family, and job-related situations independently, using oral and written English. Stage 3 materials, presented here, are intended for learners at student performance levels 5 and 6 (of 6 levels). The 12 instructional units cover these topics: continuing education; community services and resources; personal financial management; dealing with machines; travel in America;

Bargaining; College Administration; College Faculty; Colleges; Community Colleges; *Court Litigation; Educational Trends; Foreign Countries; *Higher Education; Institutional Characteristics; *Labor Legislation; Leadership Responsibility; Partnerships in Education; *Public Relations; *Total Quality Management; Unions; Universities
IDENTIFIERS- Canada; Health Care Economics; Political Correctness; United States

This collection of 25 papers addresses current issues related to collective bargaining in higher education. The papers include: (1) "Higher Education Today" (Keith Geiger); (2) "Political Correctness, Academic Freedom, and Academic Unionism: Introductory Comments" (Matthew Goldstein); (3) "Academic Freedom and Campus Controversies: Separating Repressive Strategies from Unpopular Ideas" (Linda Ray Pratt); (4) "The Impact of Clinton's Health Care Proposal on Higher Education" (VirginiaAnn Shadwick); (5) "Health Care Workers and Health Care Reform" (Dennis Rivera); (6) "The Fiscal and Political Stresses Plaguing Higher Education Today" (Sean Fanelli); (7) "Partnerships in Uncertain Times: The California State University and the California Faculty Association" (VirginiaAnne Shadwick); (8) "The Situation of Higher Education in Quebec: Some Thoughts on the Challenges Facing the Academic Union Movement" (Roch Denis); (9) "Recent Trends in Collective Bargaining in Canada" (Donald Savage); (10) "Patterns of Professional Evaluation and Assigned Duties in Faculty Collective Bargaining Agreements" (Ernst Benjamin); (11) "Faculty Roles and Rewards in the Context of Accountability" (Lawrence Gold); (12) "Collective Bargaining and Technology" (Christine Maitland); (13) "Lesbian and Gay Campus Organizing for Domestic Partner Benefits" (Lee Badgett); (14) "Making It Work: Scholarship, Employment, and Power in the Academy" (Michele Janette and Tamara Joseph); (15) "Workers/Teachers/Students: Graduate Student Employee Collective Bargaining at the University of Michigan" (Jon Curtiss); (16) "The Need for Law Reform" (Julius Getman); (17) "Some Key Differences Between U.S. and Canada Labor Law" (Kevin Banks); (18) "The Best We Can Be" (Daniel Seymour); (19) "Implementing Total Quality Management at a Community College: The Adventure and the Lessons Learned" (Susanna B. Staas); (20) "Public Relations and University Budgets: A Union Perspective" (Arnold Cantor); (21) "Public Relations and University Budgets: A CUNY Case Study" (Jay Hershenshon); (22) "Public Relations and University Budgets: The University of Connecticut Experience" (Edward Marth); (23) "Discussion of Supreme Court Decision in 'Harris v. Forklift Systems'" (Gwendolyn Young Reams); (24) "Campus Bargaining and the Law: The Management Perspective" (Nicholas DiGiovannia, Jr. and Susan Lipsitz); and (25) "Campus Bargaining and the Law: The AAUP's Perspective" (Ann H. Franke). (MDM)

ED 374 712 HE 027 718

Enhancement of Efficiencies toward the Completion of Degree Programs by State Supported Institutions of Higher Education (In Compliance with Directives in SB 92-155).
PUB DATE- Dec 93
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Advising; Communit, Colleges; Degree Requirements; *Degrees (Academic); Dropouts; *Educational

ethnicity, gender, age, level of enrollment, work responsibilities, and course-taking patterns, the extent to which students judged the overall instruction as high in teacher organization and preparation was significantly and positively associated with end-of-first year reading comprehension, mathematics, critical thinking, and composite cognitive development. Additional analysis suggested that the net cognitive impacts of teacher organization and clarity were general rather than conditional. (Contains 47 references.) (JB)

ED 374 731 HE 027 737

DJangi, Ahmad R.
Racism in Higher Education: Its Presence in the Classroom and Lives of Psychology Students.
PUB DATE- 23 Aug 93
NOTE- 26p.; Paper presented at the Annual Meeting of the American Psychological Association (101st, Toronto, Ontario, Canada, August 23, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Blacks; College Students; Diversity (Institutional); Graduate School Faculty; *Graduate Study; *Higher Education; *Psychology; Racial Attitudes; *Racial Bias; Racial Discrimination; *Racial Relations; Sociocultural Patterns; Student Attitudes

This paper explores the overt and covert forms of racism in American institutions of higher education and focuses on racism at one graduate school in psychology. Though the nation as a whole decries racism, overt racial acts are on the upswing at institutions of higher education and covert racism exists across the nation. The paper argues that, in the educational community, the most significant racism is covert and involves hostile and insensitive acts, bias in the application of harsh sanctions, bias in attention to students, bias in selection of curriculum materials, unequal amounts of instruction, biased attitudes toward students, lack of diversity in faculty and administration, and denial of racist actions. The central portion of the paper examines a particular graduate school of psychology publicly known for its openness and diversity. This portion cites examples of overt racism. Confronting these incidents brought to the surface existing covert racism in student treatment, hiring patterns, and community denial of racism. A final section explores and suggests solutions to address feelings, biases, and prejudices in the areas of school policies, faculty recruitment and awareness, student sensitivity, and curriculum opportunities. (Contains 14 references.) (JB)

ED 374 732 HE 027 738

Goss, John R., III
Meaning Making, Discriminatory Harassment, and Institutional Policy.
PUB DATE- 5 Apr 94
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference

universities more cost-effective and more "accountable" to the government and to the public at large. Interventions by government into Ontario's provincial system of higher education escalated when the provincial legislature authorized the Provincial Auditor's Office to examine the financial records of three Ontario universities. The audits resulted in establishment of a Task Force on University Accountability, which issued 47 recommendations intended to make universities more accountable. The provincial government also became involved in negotiating reductions in salaries, wages, and benefits for university and college employees and has implemented several initiatives which have swept up universities along with other institutions. Governments' attempts to make universities more accountable can be viewed as a form of conflict among various elite groups within those institutions and within society as a whole. A self-regulatory framework is proposed that would include graduate program quality appraisals and undergraduate program reviews, annual institutional accountability reports, and a system-wide performance indicators and outcomes report. (Contains 15 footnotes.) (JDD)

ED 374 750 HE 027 756

Houston, Frank J.; And Others
State University of New York Personnel Practices under
Flexibility. Report-94-S-29.
PUB DATE- 26 Sep 94
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Administrators; *College Faculty; Comparative Analysis; Educational Finance; Financial Audits; Higher Education; Peer Institutions; *Personnel Policy; Promotion (Occupational); *Salaries; *State Legislation; *Teacher Salaries
IDENTIFIERS- *State University of New York

This audit evaluated State University of New York (SUNY) personnel practices under 1985 and 1987 state legislation which granted SUNY greater flexibility to set salaries in order to recruit and retain top faculty and administrative talent. The study concluded that SUNY has used flexibility prudently and that flexibility has not had a significant impact on overall salaries. In addition, comparisons with peer university systems nationwide found that SUNY's faculty and administrator salaries are in line with other states. However, the audit found that SUNY has not developed any formal criteria or gathered evidence to assess the impact of flexibility on personnel practices. A review of a sample of SUNY staff paid more than institutional maximums found these were adequately documented and properly authorized and were generally used to attract or retain top faculty or administrators. Salary ranges for employees were established based on existing SUNY salary structure at the time flexibility legislation was enacted and on the salaries paid by SUNY's peer institutions. Findings indicated that SUNY officials should establish specific criteria and obtain data to measure the benefits and costs of flexibility. Appendixes contain faculty and administrator salary comparison charts and comments of SUNY officials. (JB)

ED 374 751 HE 027 757

Lee, Yung-bin Benjamin; Meyer, Martha J.
Learning Style Differences between Developmental Studies and

ED 374 769 IR 016 795

Van Horn-Christopher, Doris A.
Technology and the Future of Education.
PUB DATE- Feb 93
NOTE- 20p.; Paper presented at the National Conference of the CSU Institute for Teaching and Learning on College Teaching and Learning Exchange: Quality, Creativity, and Renewal (San Jose, CA, October 13-17, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adjustment (to Environment); College Faculty; Computer Assisted Instruction; *Educational Change; Educational Innovation; Educational Media; *Educational Technology; *Educational Television; Elementary Secondary Education; Futures (of Society); Higher Education; *Interactive Television; Postsecondary Education; *Teacher Education; Teacher Role; *Teaching Methods
IDENTIFIERS- Virtual Reality

Education has entered an era that will challenge our ability to adapt and to interact with new technological and interactive media. Elementary, secondary, and postsecondary education will all benefit from new technologies if educators respond to the profound possibilities of such technologies. Television is one media source that can be used effectively if its limitations are recognized and if it is used in conjunction with other media. Traditional teaching by television (i.e., the face-to-face lecture) must be supplemented by effective two-way television interaction. Supporting materials must complement the programs effectively, and the faculty's importance cannot be dismissed. Instructors must learn to serve as the managers of instruction. Colleges of education must adapt so that they can prepare educators for their new roles. It must also be recognized that if educators do not adapt, business and industry will take the lead in technological innovation, because the power of television has already been acknowledged. (Contains 36 references.) (SLD)

ED 374 770 IR 016 808

Lai, Yee-Rong; Waugh, Michael L.
From Information Searching to Learning: A Comparison of Contrasting Hypertextual Menu Designs for Computer-Based Instructional Documents.
PUB DATE- Apr 94
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Computer Assisted Instruction; Higher Education; *Hypermedia; *Information Seeking; *Instructional Design; *Menu Driven Software; Problem Solving; Questionnaires; *Search Strategies
IDENTIFIERS- *Document Structure

This study examined the influence of three different combinations of document structures and menu designs on users' attitude, performance, and learning in five different search tasks. The

The name of the contact person for each laboratory follows the program description in parentheses. (JLB)

ED 374 790 IR 016 838

Beyer, Francine S.
The CAI/Cooperative Learning Project: Second Year Evaluation Report.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Nov 92
NOTE- 53p.; For the First and Third Year Evaluation reports, see ED 343 582 and IR 016 840.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Computer Assisted Instruction; Cooperative Learning; *Evaluation Methods; *Instructional Effectiveness; *Integrated Learning Systems; Intermediate Grades; Junior High Schools; Language Arts; Mathematics Instruction; Middle Schools; Parent Attitudes; *Program Implementation; Questionnaires; School Districts; Student Attitudes; Surveys; Teacher Attitudes
IDENTIFIERS- Pennsylvania; Research for Better Schools Incorporated

This document presents the second year evaluation of the CAI/Cooperative Learning Project. The purpose of this project is to develop a national model for integrating computer-assisted instruction (CAI) through an integrated learning system. The project is a collaborative effort by two Pennsylvania school districts, Hatboro-Horsham and Pittston Area, and Research for Better Schools (RBS). This report begins with an introduction that provides background information on the project and the evaluation questions addressed by the study. Next, the evaluation design and procedures are described including design, student sample, instrumentation, and data collection and analysis. The findings of the evaluation questions for year two are presented in two sub-sections: program implementation and program outcomes. The program implementation sub-section presents data from both the Hatboro-Horsham and Pittson Area School Districts while the program outcome section includes data only from the Pittson Area. Finally, conclusions drawn from this evaluation and implications for year three are presented and examined. Included in the appendix are the surveys used in the evaluation as well as the mean survey responses for rated items. (JLB)

ED 374 791 IR 016 840

Beyer, Francine S.
The CAI/Cooperative Learning Project: Third Year Evaluation Report.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Dec 93
NOTE- 51p.; For the First and Second Year Evaluation reports, see ED 343 502 and IR 016 838.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Computer Assisted Instruction; Cooperative Learning; *Evaluation Methods; *Instructional Effectiveness; *Integrated Learning Systems; Intermediate Grades; Junior High Schools; Language Arts; Mathematics Instruction; Middle

(141)
DESCRIPTORS- Access to Information; Library Cooperation; *Library Development; Library Facilities; Library Networks; Library Personnel; *Library Planning; *Library Services; Library Standards; *Long Range Planning; Organizational Objectives; *Public Libraries; Shared Library Resources; State Libraries; State Programs; Strategic Planning; Users (Information)
IDENTIFIERS- *Louisiana

This document presents the five year library plan for public libraries in Louisiana. It identifies the specific inadequacies in public library services, resources, facilities, and personnel; identifies the people who are to be served; reveals the geographical, sociological, economic, and educational barriers to the expanded use of libraries; and presents specific goals and objectives as part of an overall plan to overcome both inadequacies and barriers. The document begins with a statement of purpose followed by a description of the public the libraries serve. Also included is an overview of the services the state library provides. The identification of needs and plans of action are presented in the form of 21 goals which make up the major part of the report. For each goal, the following information is given: the standard it is built from (if available); status/needs; objectives; activities; and evaluation procedures. The goals cover such topics as administration; areas without services; areas with inadequate services; community information and referral centers; drug abuse information and prevention; child care centers and providers; literacy programs; handicapped access; multicultural issues; services to special populations; and library networks. Four appendixes contain: the Louisiana State Library organization chart; 10 maps providing information on minority populations, correctional institutions, long-term care facilities and other pertinent areas of need; and sections of the Library Services and Construction Act. (JLB)

ED 374 810 IR 055 206

Chute, Adrienne; Kroe, Elaine
Public Libraries in the United States: 1992. E.D. TABS.
PUB DATE- Aug 94
NOTE- 146p.; For the 1991 report, see ED 357 769. For database documentation for the 1992 Public Libraries Survey, see IR 055 209.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Branch Libraries; Interlibrary Loans; *Library Circulation; *Library Collections; Library Expenditures; Library Funding; *Library Services; *Library Statistics; Library Surveys; National Surveys; Nonprint Media; *Public Libraries; Reference Services; State Libraries
IDENTIFIERS- National Center for Education Statistics

The tables in this report summarize information about public libraries in fiscal year 1992. These data were collected through the fifth Public Libraries Survey. Respondents for this census were the 8,946 public libraries identified in the 50 states and the District of Columbia by state library agencies. Nearly 71 percent of the population of legally served areas in the United States was served by 957 (nearly 11 percent) public libraries; over 81 percent of public libraries had only 1 service outlet; total operating expenditures for public libraries were over $4.5 billion in 1992; and public libraries reported a total of 109,933 paid full-time equivalent staff.

Evaluation Methods; Organizational Effectiveness; *Policy Formation; Program Evaluation; Quality Control; *School Effectiveness; *Self Evaluation (Groups); Two Year Colleges
IDENTIFIERS- *California; *Internal Auditors

This guidebook includes information compiled by the "Audit Manual" committee of Community College Internal Auditors (CCIA) from several California community college districts regarding their internal auditing practices. The first section of the guidebook discusses the purpose of internal audits, indicating that audits assist members of the organization in the effective discharge of their responsibilities by furnishing analyses, appraisals, and recommendations concerning institutional activities. The second section discusses reporting relationships, including the relationship which auditors must maintain with the organization being investigated, suggesting that auditors should be independent of the activities they audit. The next section describes the obligations of internal auditors, including responsibilities for tasks other than internal audits, fraud detection, peer review, and audit scheduling and budgeting. Internal audit charters are discussed in the next section, which contains sample charters from several districts, designed to clearly define audit objectives, authorities, and responsibilities. The fifth section provides standards for the professional practice of internal auditing and audit manuals for two college districts. After a section presenting sample job descriptions for community college internal auditors in California, the seventh section provides a list of professional organizations and a bibliography of reference books. The final section presents the results of the CCIA's April 1991 survey of California community colleges, which gathered information on organizational structure, charter, operational responsibilities, compensation, staffing, and professional resources of internal audit functions. (MAB)

ED 374 829 JC 940 437

Evans, Geraldine A.
New Models for American Higher Education.
PUB DATE- Apr 91
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Historical Materials (060)
DESCRIPTORS- *Community Colleges; *Educational Change; *Educational History; Educational Practices; Educational Trends; *Higher Education; *Organizational Change; Organizational Development; Two Year Colleges; Two Year College Students

The establishment, design, and location of American higher education institutions correlate directly with the evolution of American thinking regarding the nature of democracy, the knowledge required by the citizenry for full participation in democracy and the "American Dream," and the progression of the American economy from an agrarian to an industrial, and later to a technological base. Early American colleges were based upon the model of European colleges, which provided liberal arts curricula to ruling and upper class youth. In the increasingly industrialized society of the late 1700's, an influx of technological ideas created a need for a better educated population, and the demand for public support and control of higher education increased. Two articles of legislation provided major public support of higher education: the Morrill Act of 1862 provided 30,000 acres of public land to

ED 374 846 JC 940 535

Longitudinal Study: A Retrospective Study of Enrollments and Academic Achievements: First-Time Entering College Students, Fall Semesters 1985, 1987, and 1989. Southwestern College Special Report.
PUB DATE- May 93
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Ancillary School Services; Community Colleges; *Educational Counseling; Enrollment Trends; Longitudinal Studies; Outcomes of Education; *Program Effectiveness; *School Holding Power; Student Attrition; *Student Personnel Services; Two Year Colleges; *Two Year College Students; Withdrawal (Education)
IDENTIFIERS- *Southwestern College CA

A longitudinal study was conducted at Southwestern College (SWC) in Chula Vista, California, to assess the impact of the matriculation process on SWC students. Three groups of students were compared: students who started "Pre-Matriculation" (in 1985); students who started during the "Phase-In" (in 1987); and students who started "Post-Matriculation" (in 1989). The study compared the enrollment patterns, academic performance, and academic experiences of these three groups during the first five semesters of their possible enrollment at SWC. Study findings, based on an examination of the transcripts of 6,381 first-time students entering during 1 of the 3 study years, included the following: (1) the gender and age make up of the three groups remained essential the same, though during the period there was a shift in ethnicity from Anglo to Hispanic and a shift toward a higher percentage of students seeking to transfer; (2) about 60% of the students enrolled for two consecutive semesters; (3) by the third semester, 46% of all entering students from each cohort were enrolled in at least one course; (4) differences in retention, and units attempted and completed were much more pronounced across age groups over the five semesters than after the first semester; and (5) there was little relationship between matriculation and first semester retention rate, number of units completed, or successful pass rates. (KP)

ED 374 847 JC 940 539

Windham, Patricia
Follow-Up of the Fall 1990 FTIC Cohort.
PUB DATE- 94
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Academic Persistence; Black Students; College Freshmen; *College Transfer Students; Community Colleges; *Employment Patterns; *Enrollment Trends; Followup Studies; Full Time Students; Grade Point Average; Part Time Students; Student Placement; Two Year Colleges; *Two Year College Students; White Students
IDENTIFIERS- Tallahessee Community College FL

Drawing from data provided by the Florida Education and Training Placement Information Program (FETPIP), this series of reports provides follow-up information on FTIC students entering

Reaching Goals Together: Barton County Community College Advisement Handbook, 1993.
PUB DATE- 93
NOTE- 101p.; Document is printed on color paper, which may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Advising; Community Colleges; Computer Oriented Programs; *Counseling Techniques; *Faculty Advisers; Faculty Handbooks; Guidelines; Interviews; Student Responsibility; Two Year Colleges
IDENTIFIERS- *Barton County Community College KS

This handbook provides information on procedures related to advising and general administrative functions at Barton County Community College (BCCC) in Kansas, in seven parts. Part I describes the philosophy, goals, and objectives guiding academic advising at BCCC and outlines student responsibilities and confidentiality concerns. Part II details campus policies and procedures related to enrollment and admissions, financial aid, business office functions, and assessment, while part III presents guidelines and strategies for performing such advising functions as advisement interviews, determining interview questions, handling upset students, interacting with physically-impaired students, and advising international students and non-native speakers of English. Part IV focuses on the advisement of coursework, highlighting the role and selection of advisors, advisor loads, interpretation of test scores, athletic advising, course waivers, degree and graduation requirements, using videocourses, a state-wide audio network, and academic suspension and probation. Part V provides a manual for using the advising computer program for enrollment, schedules, degree audit, course transfer, transfer equivalency, student ID, low grade reporting, satisfactory progress reports, financial aid, final grade reporting and confidentiality. The final section reviews such common advising processes as change of advisor and major, over-riding enrollments, adds and drops, tutor referral guidelines, final exams, and intent to graduate. Lists of programs and advisors, a glossary of terms, sample forms, and a directory of campus resources are appended. (KP)

ED 374 865 JC 940 559

Camacho, Julian S.
Compton Community College Information Notebook, Fall 1994.
PUB DATE- Oct 94
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110)
DESCRIPTORS- Asian Americans; Blacks; Community Colleges; Enrollment; *Enrollment Trends; Hispanic Americans; *Institutional Characteristics; *Minority Groups; *School Demography; School Statistics; Statistical Data; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *Compton Community College CA

Each year, Compton Community College (CCC), in California, collects statistical information on current trends related to the gender, race/ethnicity, and age of the college's student body, faculty, and classified employees. Findings from an

Trustee Quarterly, 1994.
PUB DATE- 94
NOTE- 86p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Accreditation (Institutions); Administrative Policy; Administrator Responsibility; *Board Administrator Relationship; Community Colleges; *Diversity (Institutional); *Governing Boards; *Government School Relationship; Minority Groups; Private Financial Support; School Community Relationship; Study Abroad; *Trustees; Two Year Colleges

The four issues of "Trustee Quarterly" combined here focus on topics of current concern to community college trustees. The winter 1994 issues offers these feature articles: "Honoring Retiring Presidents," by Terry O'Banion; "Trustees as Reluctant Leaders: The Board/CEO Relationship," Norma Jean Germond, John Keyser, and Vaughn A. Sherman; and "Trustee Heroines and Heroes," by Edward M. Sweitzer. The spring 1994 issue presents "Accreditation Agencies and the Federal Government: Can they Work Together?" by Sally Hutchins; "British Educational Reforms: Quality, Accountability, Expansion, and Efficiency," by John Graystone; and "Community Colleges: Critical Partners in National and Community Service," by Goodwin Liu. The summer 1994 issue includes "Achieving Faculty and Staff Diversity: Dallas Finds Multilevel Approach Key to Success," by Norma Kent; "Minority Affairs Committee Sets Goal of Better Communications," by the Association of Community College Trustees; and "A Local Community Emphasis for Study Abroad Programs," by Richard Fonte. Finally, the fall 1994 issues provides the following features: "Survival Skills and the Trustee Orientation," by Richard Anderson and Daniel J. LaVista; "Fundraising from the Private Sector: Trustee Perceptions," by Arthur R. Southerland and Mary Spring Graham; and "The Community College Board and the Foundation Board: The Role Relationship in the Context of 'Policy Governance'," by Ray Taylor. (KP)

ED 374 883 PS 022 308

MacDonald, Kevin, Ed.
Parent-Child Play: Descriptions and Implications.
PUB DATE- 93
NOTE- 389p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Books (010)
DESCRIPTORS- Blacks; Child Development; Comparative Analysis; Cross Cultural Studies; Cultural Differences; Fathers; Foreign Countries; Immigrants; Mothers; *Parent Child Relationship; *Parents; *Play; Sex Differences; Siblings; *Young Children

This volume provides the latest research and theory in the area of children's play with their parents. It includes discussions of the basic processes involved in parent-child play, parent-child play in atypical populations of children, and parent-child play from a cross-cultural perspective. Fifteen chapters follow the introduction, "Parents and Children Playing" (Kevin MacDonald). The chapters are: (1) "Dilemmas in Adult Play with Children" (Brian Sutton-Smith); (2) "Parent-Infant Games as Dynamic Social Systems" (Alan Fogel and others); (3) "Parent-Infant Play as a Window on Infant Competence: An Organizational Approach to Assessment" (Marjorie Beeghley); (4) "Parent-Child Play: An Evolutionary Perspective (Kevin MacDonald); (5) "Rough and Tumble Play: A Fundamental Brain Process" (Jaak Panksepp);

LANGUAGE- English
EDRS Price- MF02/PC20 Plus Postage.
PUB TYPE- Books (010),Collected Works - Proceedings (021),Reports - Research/Technical (143)
DESCRIPTORS- Child Development; Child Health; *Child Welfare; *Demonstration Programs; Early Intervention; Family Health; *Family Programs; Literacy Education; Preschool Education; Program Improvement; Public Policy; Research Methodology; *Theory Practice Relationship; *Young Children
IDENTIFIERS- Administration for Children Youth and Families; Family Support; Program Characteristics; *Project Head Start

The papers in these proceedings focus primarily on features of the Head Start Program, contributions made to its research and its future direction. The first part of the proceedings contains presentations from the nine symposia, dealing with the following topics: (1) Head Start demonstration projects; (2) issues relating to education and the schools, such as learning and literacy; (3) child development and assessment; (4) child and family health; (5) integrated approaches to early intervention; (6) conceptual models for the study of multiethnic and minority families; (7) researcher and practitioner partnerships; (8) directions the Head Start program can take in terms of research, practice, and policy; and (9) miscellaneous issues such as involving fathers in the Head Start program, research issues in racial identity, and research methodologies. The remainder of the proceedings contains papers presented at the conference as follows: (1) "Adolescent Parents"; (2) "Children with Special Needs"; (3) "Collaborations and Partnerships"; (4) "Comprehensive Approaches to Early Intervention"; (5) "Developmentally Appropriate Curriculum"; (6) "Family Ecology-Systems Approach to Family Research"; (7) "Family Strengths and Adaptive Strategies"; (8) "Family Support Services"; (9) "Health and Nutrition"; (10) "Health Issues"; (11) "Home-Based Intervention"; (12) "Language and Literacy"; (13) "Normative Child Development"; (14) "Out-of-Home Child Care"; (15) "Parent Involvement"; (16) "Research, Service Delivery and Policy"; (17) "Screening and Assessment"; (18) "Social and Academic Competence"; (19) "Training and Development"; and (20) "Transition." Four appendices provide a list of cooperating organizations, the program committee and peer reviewers, as well as a subject index and directory of conference participants. (BAC)

ED 374 903 PS 022 730

The Link between Nutrition and Cognitive Development in Children.
SPONS. AGENCY- Boston Globe Foundation, MA.; Ford Foundation, New York, N.Y.; Hasbro Children's Foundation, New York, NY.; Kraft General Foods Foundation, Glenview, IL.; New York Times Foundation, N.Y.
PUB DATE- 94
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Anemia; *Breakfast Programs; Child Development; *Child Health; *Cognitive Development; Environmental Influences; Family Characteristics; *Lunch Programs; *Nutrition; *Poverty; Poverty Programs; Prevention; Young Children
IDENTIFIERS- Food Stamp Program; School Lunch Program; Women Infants Children Supplemental Food Program

New findings about child nutrition and cognitive development involves placing such children in "developmental" kindergarten or first-grade programs. The thrust of this movement is maturational rather than educational. Despite the increasing use of this strategy, a review of research into delayed school entry, placement in developmental programs, or retention following kindergarten or first grade indicates overwhelmingly that these practices are rarely helpful and sometimes harmful. Factors contributing to successful school transition include personal characteristics of the child, children's school performance, family and parent characteristics, and teacher characteristics. (HTH)

ED 374 922 PS 022 834

Sweet, David; Singh, Ram
TV Viewing and Parental Guidance. Education Consumer Guide, Number 10.
PUB DATE- Oct 94
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Childhood Attitudes; Learning Processes; *Mass Media Effects; *Mass Media Role; Parent Child Relationship; Parent Materials; Parent Responsibility; *Parent Role; Programming (Broadcast); Television Research; *Television Viewing; *Violence; Young Children
IDENTIFIERS- Federal Communications Commission

This newsletter issue focuses on the role of parents in monitoring their children's television viewing habits. The newsletter first discusses the current status of parental concerns about the content of television programming, noting the industry's increased willingness to provide more information, and the advent of a rating system and "v-chip" that would enable parents to block out objectionable television programs. It then discusses what research says about the effects of television viewing on children in the areas of amount of viewing, learning, violence, and use of time. This section notes that although children can learn a great deal from television, they learn less than they would from a comparable amount of time reading, and that excessive amounts of viewing inappropriate programs can desensitize children to violence. The newsletter then lists various organizations and their activities in the area of television and its effect on children, including the Federal Communications Commission, Children's Television Workshop, Center for Media Literacy, and various educational organizations such as the National PTA. Addresses of these organizations are then listed as sources for further information. The newsletter concludes with 10 suggestions for parents to curb the effects of television violence on their children. (HTH)

ED 374 923 PS 022 867

Parent Involvement in Education. Indicator of the Month.
PUB DATE- Oct 94
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)

Senators, tribal leaders, Indian parents, and representatives of the National Indian Head Start Directors Association, the National Head Start Association, the National Indian Education Association, and individual Indian Head Start programs discussed the following issues: (1) potential weakening of the federal-tribal nation-to-nation relationship by proposed decentralization of federal administrative functions for serving Indian children; (2) eligibility requirements that exclude educationally disadvantaged children whose family income is marginally above the maximum; (3) restrictions that prevent a tribal program from serving Indians of other tribes or its own members living off-reservation; (4) need for prenatal services and services for infants and toddlers; (5) obstacles to construction and renovation of Head Start facilities by Indian grantees; (6) funding difficulties and additional program costs related to the remoteness of many Indian communities; (7) insufficient funds to address the training needs of staff, parents, and volunteers; and (8) need for Head Start services in unserved Indian communities. Appended materials include legislative recommendations, numerical data on Head Start programs, and descriptions of individual tribal programs. (SV)

ED 374 940 RC 019 798

Reauthorization of the Native Hawaiian Education Act. Oversight Hearing on Reauthorization of the Native Hawaiian Education Act To Authorize and Develop Supplemental Education Programs To Assist Native Hawaiians in Reaching the National Education Goals, before the Committee on Indian Affairs, United States Senate, One Hundred Third Congress, Second Session (Honolulu, HI).
PUB DATE- 30 Mar 94
NOTE- 231p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- College Preparation; Early Childhood Education; *Educational Needs; Elementary Secondary Education; Family Involvement; Federal Legislation; Federal Programs; Hawaiian; *Hawaiians; Hearings; Higher Education; *Language Maintenance; Native Language Instruction; Program Descriptions; *Special Education; *Supplementary Education
IDENTIFIERS- Congress 103rd; *Native Hawaiian Education Act 1994

A Senate committee received testimony supporting reauthorization of the Native Hawaiian Education Act as part of reauthorization of the Elementary and Secondary Education Act (ESEA). In the previous week, the House of Representatives had narrowly defeated an effort to delete the Native Hawaiian Education Act from ESEA reauthorization. The Native Hawaiian Education Act recounts the history of the U.S. invasion and illegal annexation of Hawaii, describes the basis of the federal government's trust responsibility toward Native Hawaiians, the educational needs of Native Hawaiian children, and authorizes supplemental educational programs to assist Native Hawaiians to reach the National Education Goals. These supplemental programs are Native Hawaiian Language Immersion Project; Native Hawaiian Family-Based Education Centers serving infants, preschoolers, and their families; Native Hawaiian Higher Education Demonstration Program; Native Hawaiian Gifted and Talented Demonstration Program; and Native Hawaiian Special Education Program. Testimony by U.S. Senators and Representatives, school and college administrators, program directors, teachers, and parents describes the programs and provides evidence about the

Elementary Secondary Education; Foreign Countries; Higher Education; *Leadership; Parent Attitudes; Rural Education; *Rural Schools; Rural Urban Differences; *School Community Relationship; *Small Schools; *Strategic Planning; Student Attitudes; Teacher Attitudes
IDENTIFIERS- *Canada (West); Saskatchewan; Stakeholders

Developed as a text for studying rural education in Canada, this book focuses on the importance of listening to the voices of all stakeholders in education, formulating a shared vision for schooling, and providing leadership that will revitalize schools in sparsely populated areas. Section 1 presents strategic planning as the most promising approach to educational change in small school-community contexts. One chapter identifies the components of strategic planning, including clarification of organizational mandates, external analysis, internal analysis, integration of analyses, implementing change, and ways to monitor and evaluate change. Another chapter describes the features of small school-community contexts that are most relevant to strategic planning. Section 2 includes chapters reporting on a survey of attitudes toward education among students, parents, community members, and teachers from a small, rural school system in Saskatchewan. Each chapter is organized under the headings of thinking, relating, and planning in an effort to promote connections among thoughts, ideas, and local contexts. Section 3 focuses on vision building and leadership, and examines personal priorities, dialogue, and identification of strategic issues. Three case studies of successful change processes provide insight into the many interacting factors affecting educational change. A chapter on monitoring and evaluation also looks at political pressures on schools. The last section integrates ideas addressed in the book with the strategic planning model. Contains tables and figures. (LP)

ED 374 957 RC 019 820

McLean, James E.; Ross, Steven M.
The Urban-Rural Funding Disparity.
PUB DATE- Oct 94
NOTE- 34p.; Paper to accompany presentation at the Annual Convention of the National Rural Education Association (86th, Tuscaloosa, AL, October 14-18, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Numerical/Quantitative Data (110)
DESCRIPTORS- Building Obsolescence; *Educational Environment; *Educational Equity (Finance); *Educationally Disadvantaged; *Educational Resources; Elementary Secondary Education; Financial Problems; Financial Support; *Rural Urban Differences; *School Buildings; School Districts; School District Wealth
IDENTIFIERS- *Alabama; Educational Adequacy

As part of litigation challenging the equity and adequacy of school funding in Alabama, educational resources and school conditions were examined in the highest and lowest funded school districts in the state. Identification of these districts revealed that all eight of the highest funded districts were urban systems, while all eight of the lowest funded districts were rural or county systems. Site visits to 45 schools in 15 of the above districts, interviews with principals, and a teacher survey produced completely consistent findings of clear disparities between rural and urban schools.

struggled with the concept of equally likely outcomes. Students were comfortable with the use of sampling in their everyday lives but their understanding was limited to particular problem contexts and constrained by their inability to make spontaneous connections between statistical results and how those results might be used. Contains 25 references. (Author/MKR)

ED 374 979 SE 054 935

Shaw, Kenneth L.; Stark, Connie
Mathematics and Science Learning Milieus in Diverse Schools in Florida.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee.
PUB DATE- 7 Apr 94
NOTE- 30p.; For a related paper, see SE 054 925. Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Educational Environment; Junior High Schools; *Junior High School Students; Mathematics Education; *Mathematics Teachers; *Middle Schools; Science Curriculum; Science Education; *Science Teachers; Socioeconomic Status; *Teacher Attitudes; Teaching Methods
IDENTIFIERS- *Florida

In 1989 Florida responded to the continuing crisis in mathematics and science education by developing a Comprehensive Plan: Improving Mathematics, Science, and Computer Education that identifies specific strategic goals and recommendations. Florida State University has been the sole evaluator of the Comprehensive Plan. Visits have been made at elementary, middle, and secondary schools ensuring representation from a variety of ethnic and socio-economic levels. This paper reports a study of two diverse middle school science classes. The demographics of the schools, science teachers, and learning environments are compared and contrasted. In addition, information from the mathematics and science teachers from each school is given about their own practices and beliefs about what their practices should be. The ethnic distributions at both schools were similar, but the socioeconomic distribution was different. Clarke Middle School has approximately 175 students, 75% Caucasian, 23% African American, 1% Hispanic, and 1% Asian. Fifty-five percent of the students are on free and reduced price lunches. Ocean Grove Middle School (a pseudonym), a magnet school has approximately 415 students, 65% Caucasian, 29% African American, and 6% Asian. Twenty-nine percent of its students are on free or reduced price lunches. Other differences included: resources; curricula; students' teachers' and researchers' perceptions of the learning environment; control; and teacher professionalism. (MKR)

ED 374 980 SE 054 936

Ross, John A.
Effect of Feedback on Student Behavior in Cooperative Learning Groups: A Case Study of a Grade 7 Math Class.
SPONS. AGENCY- Ontario Ministry of Education and Training, Toronto.; Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
PUB DATE- Apr 94
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8,

science experiences. Even with recent reforms, most students in the United States have a limited exposure to science experiences, especially African American students. One approach to addressing this problem has been to offer science enrichment programs for African Americans, as in Atlanta's Saturday Science Academy. The science experiences gained at this program are obtained through laboratory experiments and social interaction. Laboratory experiences enable the students to encounter science in a hands-on manner, use science equipment, question the world around them, and succeed in reaching attainable goals. The social experiences include attending the program at an historically Black university where African American children can interact with other African American students with similar interests. This document is a case study that discusses the science aspect of the Saturday Science Academy and examines how the Academy establishes an environment which supports positive lab and social experiences for African American students (n=24). (Author/ZWH)

ED 375 002 SE 055 260

Wilson, Melvin R.
Implications for Teaching of One Middle School Mathematics Teacher's Understanding of Fractions.
PUB DATE- Apr 94
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Educational Change; Ethnography; *Fractions; Grade 6; Intermediate Grades; *Mathematics Instruction; *Mathematics Teachers; *Middle Schools; *Teacher Attitudes; *Teaching Methods
IDENTIFIERS- *Subject Content Knowledge

Considering teachers' thinking about a specific mathematical topic allows one to better understand the broader domain of teachers' mathematical thinking and its influence on teaching and learning. This paper explores the meanings and understandings communicated by one middle school mathematics teacher about mathematics and mathematics teaching in general, and fractions in particular, in the context of his attempt to use an innovative set of curriculum materials. Data were collected using interviews, observations, and students' and teacher's written work and plans. The teacher's view of mathematics was of a correct set of rules and concepts and this contributed to his insistence on maintaining a teacher-dominated classroom environment. Also, his own flexible understanding of fractions allowed him to adjust his instruction to accommodate mathematical ideas that were not at the forefront of his own thinking and to emphasize important connections among mathematical representations when provided with curriculum materials to support such an emphasis. Contains 20 references. (MKR)

ED 375 003 SE 055 265

LeBuffe, James R.
Hands-On Science in the Elementary School. Fastback 376.
PUB DATE- 94
NOTE- 38p.
LANGUAGE- English

Strategies for Including Art in School Improvement Efforts" (Robert Eaker; Mary Ann Ranells); (6) "Elementary Art Supervision in the Los Angeles Unified School District" (Nan Yoshida); (7) "Art Specialist Versus Arts Generalist: Timely Considerations" (Ronald J. Topping); (8) "From Art Teacher to Art Supervisor: Views of Teacher Collegiality" (Katherine O'Donnell; Gary M. Crow); (9) "Uniquely Inner City" (Billie McKindra Phillips); (10) "Art Is for Everyone: A Systematic Approach to Implementing and Evaluating Elementary Art Specialist Services" (Richard R. Doornek); (11) "Partners in Art Education: Supervising Art Education at the State Level" (Martin Rayala); (12) "Art Education Curriculum: A View from the Classroom" (Larry N. Peeno); (13) "Arts Networking as Staff Development" (Carolyn White-Travanti); (14) "The Role of the State Art Specialist: Executive Management Survival Skills" (Mac Arthur Goodwin); (15) "Coordinating the Fine Arts" (Paul M. Patterson); (16) "Evaluation of Art Learning" (Sandra Finlayson); and (17) "A Status Report of the Art Program: Anchorage School District, Alaska" (Myrna B. Clark). Short biographic data about the authors concludes the volume. (MM)

ED 375 025 SO 024 075

Mc Whinnie, Harold J.
Studies in Aesthetic Preference (Salkind Art Preference Test Two).
PUB DATE- 89
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Aesthetic Education; *Aesthetic Values; *Art Appreciation; Art Education; *Attitude Measures; Higher Education; Undergraduate Students; Visual Arts
IDENTIFIERS- *Salkind Art Preference Test Two

A revised Salkind Art Preference Test was developed with more representational works than in the original. The revised instrument consisted of 39 slides of paintings grouped according to types such as landscape, still life, figure, and portraits. This test was administered to a 72 student sample in a beginning level design history class at a major urban university. Subjects indicated preferences as their degree of like or dislike on a five point Likert scale. Results indicated preferences for more familiar and representational works. (MM)

ED 375 026 SO 024 110

McClellan, James
Libery, Order and Justice: An Introduction to the Constitutional Principles of American Government.
SPONS. AGENCY- Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.
PUB DATE- 89
NOTE- 396p.; A small 16-page separately published "Teacher's Guide," keyed to the text of all seven parts, is appended.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; Constitutional History; Constitutional Law; Instructional Materials; *Justice; *Law Related Education; North American History; Secondary Education; Social Studies; *United States Government (Course)

kindergarten through grade 12 clusters. The five-step strategy that the NTDP followed in implementing the program, a strategy that begins with needs assessment, is outlined. After formulating a mission statement and goals intended to fulfill the needs of the school district, the development team designed curriculum guidelines. To promote faculty training, a key to the project's success, the district encouraged teachers to schedule LRE staff development sessions to fulfill their annual staff development requirement. The training sessions involved teachers, administrators, parents, and community leaders. In the belief that community involvement is an essential element of LRE, the development team initiated several outreach efforts. Attorneys were encouraged to visit their assigned schools and meet students informally. The article concludes with suggestions for interested readers to develop their own LRE programs. (JD)

ED 375 045 SO 024 344

Wolowiec, Jack, Ed.
Teaching for Tomorrow: Integrating LRE and the Social Studies. Bar/School Partnership Programs.
SPONS. AGENCY- Department of Education, Washington, DC. Office of Law-Related Education.
PUB DATE- 94
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Citizenship Education; Cooperative Learning; Economics Education; Global Approach; History Instruction; *Law Related Education; *Partnerships in Education; Secondary Education; *Social Studies; Teaching Methods

This collection of four short articles presents teaching strategies to enrich the social studies curriculum and promote students' sense of citizenship. Diana Hess outlines how cooperative learning stimulates the skills necessary for effective participation in a democratic society. By taking an active role in their own education and respecting the contributions of others, students begin to learn how to work together for the common good. The second article, by Charlotte Anderson, reflects on the need to rethink the context of citizenship in the global context. Anderson shows how, through global education, students learn that institutions such as the law can be used to help people cope with the immense social and environmental problems of the current age. Ronald Banaszak explains how studying the decision-making processes in economics can help students understand the analytical thinking required of responsible citizens. In the concluding article, David Naylor discusses the importance of teaching students about the heritage of liberty, equality, and justice and how these values are protected by the rule of law. Naylor suggests ways to convince students that history and the law are not abstract concepts, but how "real people face real situations." The articles illustrate how each of these areas of the social studies curriculum -- global education, economics, and history -- are intertwined with legal issues. (JD)

ED 375 046 SO 024 345

Wolowiec, Jack, Ed.
Everybody Wins: Mediation in the Schools. Bar/School Partnership Programs.
SPONS. AGENCY- Department of Education, Washington, DC. Office of

rights, the insanity defense, the exclusionary rule, police-community relations, mandatory sentencing, the death penalty, youth gangs, the causes of crime, and the effect of race on the criminal justice system. Through case studies, simulations, peer-teaching, decision-making and field activities, students clarify public policy issues, identify values and propose and evaluate solutions. The book is divided into six units: crime and its victims; police; criminal process; corrections; juvenile justice; and solutions. In addition to classroom teaching strategies, "Criminal Justice in America" provides suggestions for field trips to courts and police facilities and for the use of resource persons. Covering all dimensions of crime from street crimes to while collar crime, the textbook challenges students for their reactions to real cases of fraud, violence, and rape. In the appendices, the textbook offers excerpts of the Constitution and a table of Supreme Court cases critical to the evolution of U.S. criminal law. Contains a glossary and references for each chapter. (JD)

ED 375 065 SO 024 544

Croddy, Marshall; Hayes, Bill
Criminal Justice in America. Teacher's Guide. Second Edition.
SPONS. AGENCY- Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.
PUB DATE- 94
NOTE- 102p.; For textbook, see SO 024 543.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160),Books (010)
DESCRIPTORS- *Citizenship Education; Correctional Institutions; Crime; Crime Prevention; Criminal Law; Criminology; High Schools; Juvenile Justice; *Law Related Education; Learning Activities; Police; Police Action; Social Studies
IDENTIFIERS- *Criminal Justice

This teacher's guide outlines effective strategies for using "Criminal Justice in America." This comprehensive textbook on criminal justice may serve either as the foundation for a high school law-related education course or as a supplemental text for civics, government or contemporary-issues courses. Designed to foster critical thinking and analytical skills, the book provides students with an understanding of the criminal justice system, its laws, procedures, and issues. It examines the controversial issues of victims' rights, the insanity defense, the exclusionary rule, police-community relations, mandatory sentencing, the death penalty, youth gangs, the causes of crime, and the effect of race on the criminal justice system. Through case studies, simulations, peer-teaching, decision-making and field activities, students clarify public policy issues, identify values and propose and evaluate solutions. In addition to classroom teaching strategies, "Criminal Justice in America" provides suggestions for field trips to courts and police facilities and for the use of resource persons. The teacher's guide contains advice for the six units: crime and its victims; police; criminal process; corrections; juvenile justice; and solutions. The guide offers teachers detailed background information on the criminal justice system, rich in charts and statistics. For student projects, the guide provides sample copies of a crime victim survey, a questionnaire on opinions toward the police, and other worksheets. In a final section, the guide contains test questions appropriate for the material. Contains general resources and resources for

Engineering Education; Higher Education; *Humanistic Education; Humanities Instruction; Instructional Effectiveness; *Psychoeducational Methods; Social Sciences; Student Attitudes; *Student Evaluation of Teacher Performance; Student Reaction; *Teaching Methods

This study sought to determine student perceptions of the relative importance of three approaches toward teaching in the classroom: behaviorist, cognitive, and humanist. A survey of 320 students studying in 4 different schools (social sciences, humanities, engineering, and administration/business management) of a university found some similarities among the schools regarding the relative importance. Each school considered the items belonging to the cognitive approach as having the most relative importance, followed by the humanist and behaviorist approach items. The relative importance means were greater for the schools of administration/business management and social sciences than for other schools. The number of cognitive and humanist items showing statistically significant differences in relative importance was greater for students in their first semesters of college than for students in their last semesters. The study concludes that each student probably evaluates teaching according to his or her perception of the ideal strategy, and this evaluation is different from that made by other students. An appendix provides a copy of the survey instrument. (JDD)

ED 375 084 SP 035 445

Osborn, Marilyn; And Others

Teachers and Their Ideologies As Mediators of Change. Primary Assessment, Curriculum and Experience: A Study of Educational Change under the National Curriculum.

PUB DATE- Apr 94

NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-10, 1994).

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)

DESCRIPTORS- *British National Curriculum; *Curriculum; Educational Change; Educational Legislation; Elementary Education; Elementary School Teachers; Foreign Countries; Government School Relationship; Interviews; National Surveys; Negative Attitudes; *Professional Autonomy; *Teacher Attitudes; *Teacher Role; *Teacher Student Relationship; Teaching Load; Teaching Skills

IDENTIFIERS- Education Reform Act 1988 (England); *United Kingdom

This paper reports on findings from a 1990-93 PACE (Primary Assessment, Curriculum and Experience) study concerning the impact of the United Kingdom's Education Reform Act on teachers' professional perspectives and responses to change. Data are drawn from interviews with a national sample of 88 teachers and more intensive classroom study interviews with 9 teachers. The majority of teachers in 1990 felt the impact of the National Curriculum on their work and their role was largely negative, involving more administration, increased planning, and increased stress and anxiety. By 1992 and 1993, these negative feelings had intensified. From 1990 to 1993, an increasing proportion of teachers felt that their strengths and skills and their relationships with children were being eroded by the National Curriculum. However, about one-fifth of teachers saw the National Curriculum as enhancing their skills and providing the opportunity to develop them further. Nearly

Australian Teacher Education Association (24th, Brisbane, Queensland, Australia, July 3-6, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Beginning Teachers; *Case Studies; *Classroom Techniques; *Cohort Analysis; Educational Research; Elementary Secondary Education; *Faculty Development; Foreign Countries; *Generalization; Higher Education; Longitudinal Studies; Master Teachers; *Research Methodology; Student Teachers; Teacher Education; Theories
IDENTIFIERS- Australia; *Teacher Development

Studies of teacher development face the issue of providing a valid and generalizable analysis reflecting the influence of differences in people and contexts and their interactions. To adopt a study designed upon a single set of data, whether extensive or intensive, is limiting--both types of data are needed. Effective research provides for a wide set of data gathering instruments to be used, and the construction of categories and constructs that are validated across individual participants and the populations from which they are drawn. Theories and interventions based upon such research will have more generalizability than those developed from a series of case study research projects. A study of the characteristics and processes of teacher development in the management domain, based on data from student teachers, beginning teachers, and expert classroom managers, illustrates use of this research approach. The study shows how cohort and case study components can be included in a study of teacher development in ways which allow the generalizability of the insights and findings to be studied with cross-sectional and longitudinal cohort data. The study resulted in identification of five management approaches for classifying belief, advice, and self-description responses and resulted in construction of five management schema types that trace development changes. (JDD)

ED 375 102 SP 035 475

Hammond, John; Gilbert, Keith
The Reskilling of Home Economics Teachers for Personal Development, Health and Physical Education in New South Wales Schools--A Case Study.
PUB DATE- Jul 94
NOTE- 10p.; Paper presented at the Annual Conference of the Australian Teacher Education Association (24th, Brisbane, Queensland, Australia, July 3-6, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Curriculum Development; Distance Education; Foreign Countries; Graduate Study; Higher Education; *Home Economics Teachers; Physical Education; *Physical Education Teachers; *Retraining; Secondary Education; Secondary School Curriculum; Skill Development; *Teacher Education Programs
IDENTIFIERS- Australia (New South Wales); *University of New England (Australia)

Developments in the New South Wales (Australia) secondary school curriculum have led to a number of former home economics teachers being allocated to teach in the area of Personal Development, Health and Physical Education (PDHPE). The New South Wales Department of School Education in conjunction with the University of New England (New South Wales, Australia) has were determined to reflect the grades in the university's standard assessment scheme and the wish to distinguish between almost satisfactory performances and very poor performances. Appended to the paper are: (1) the Institute of Education's School Experience Assessment Form, with space for comments and a rating for each of the six main assessment categories as well as a global assessment; (2) criteria for assessment; and (3) Practicum Report Form. (JDD)

ED 375 120 SP 035 499

Baird, John R.
Classroom Collaboration To Diagnose and Improve the Quality of Teaching and Learning.
PUB DATE- Jul 94
NOTE- 19p.; Paper presented at the Annual Conference of the Australian Teacher Education Association (24th, Brisbane, Queensland, Australia, July 3-6, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Check Lists; Classroom Communication; *Diagnostic Teaching; Education Majors; Elementary Secondary Education; Foreign Countries; Higher Education; Instructional Effectiveness; *Instructional Improvement; Measurement Techniques; *Participant Satisfaction; Preservice Teacher Education; *Student Evaluation of Teacher Performance; *Student Participation; Teacher Effectiveness; Teacher Student Relationship; Teaching Methods

This paper describes how students can be personally challenged in the work they do and how secondary students or tertiary-level education students and teachers can collaboratively diagnose existing quality of classroom practice, via the concepts of personal challenge and interpersonal shared adventure. The approach involves the teacher obtaining systematic and diagnostic information from students about the effects of his/her teaching approaches on their learning. The teacher analyzes the information, reports response trends back to the students, and together the class decides on appropriate action in order to improve identified aspects of teaching. The Challenge Checklist, which is the basis for student diagnosis of classroom activities and practices, assists students to focus upon and diagnose the extent and level of satisfaction with factors that foster a sense of challenge and enhanced learning performance. The "Challenge Checklist" addresses perceptions of class activities' difficulty, importance, opportunities for mental and physical activity, and opportunities for productive classroom interactions; student enjoyment; and student satisfaction with his/her performance. Use of this approach fosters a spirit of shared adventure, which constitutes quality in classroom teaching and learning. The "Challenge Checklist" is appended in both university-level and secondary-level formats. (JDD)

ED 375 121 SP 035 500

Andrew, Rob; Williamson, John
Curriculum Needs of Students with Mild Intellectual Disabilities: Implications for Teachers and Teacher Educators.
PUB DATE- Jul 94
NOTE- 19p.; Paper presented at the Annual Conference of the Australian Teacher Education Association (24th, Brisbane,

on the recall of specific content. The research began when the participants were teacher education juniors at Cornell University (New York) in a program committed to student reflection, and followed them through their first 3 years of teaching. Data were gathered through in-depth interviews and classroom observations over the course of the 6 year association. The stories demonstrate that by the third year of teaching, Beth and Jim present very different figures influenced by contextual factors. It is further illustrated that both, now tenured, are still committed to teaching, have thought carefully about their teaching, have structured their teaching to serve the goals operating in the systems in which they teach, and continue to have ideals toward which they are striving. (Contains approximately 20 references.) (LL)

ED 375 139 SP 035 550

Lenze, Lisa Firing; Dinham, Sarah M.
Examining Pedagogical Content Knowledge of College Faculty New to Teaching.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 94
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Beginning Teachers; Case Studies; *College Faculty; College Students; Higher Education; Nontenured Faculty; Performance Factors; Problem Solving; *Student Problems; *Teacher Attitudes; *Teacher Response; *Teacher Student Relationship
IDENTIFIERS- *Pedagogical Content Knowledge; *Teacher Knowledge

While college faculty are experts in their disciplines, teaching expertise is less understood. This paper explores one aspect of the pedagogical content knowledge of faculty new to teaching, specifically, knowledge of student difficulties. The project, conducted at three different institutions, used a case method, employing interviews and observations. Novices (N=11) were interviewed about the common difficulties students encountered in a specified introductory college course. Synthesis of data from the cases resulted in a working model of new faculty members' knowledge of student difficulties, including how difficulties are discerned, the actual content and processes of student difficulties, principles of action for overcoming difficulties, what faculty do in response to student difficulties, and how faculty know what they know about student difficulties. Results suggest that the core of what faculty know about student difficulties is represented by problems with specific content, problems with academic processes, and variables that affect students' understanding. Implications for faculty development and agendas for future research on this and other aspects of pedagogical content knowledge are included. (Contains 22 references.) (LL)

ED 375 140 SP 035 552

Nixon, Helen; Roberts, David
Empowerment and Inclusivity: A Case Study of Mathematics and Science Curriculum in Pre-Service Teacher Education.
PUB DATE- Jul 94

grammatical construction; problems on the job; environmental concerns; real costs of owning a car; the legal system; and buying a house. Lists of common abbreviations/symbols and a U.S. map are included. Components of these materials include the student workbook, an audiotape (not included here), teacher's edition of the workbook, and teachers' resource file, which contains reproducible masters for a wide variety of complementary activities, consisting of exercises, problem-solving activities, simulations, and games relevant to the individual unit topics, and generic games and game boards. The materials use authentic language, adult contexts relevant to the lives of learners, their families, and friends, and visual stimuli when appropriate, and emphasize paired and group work. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 374 694 HE 027 696

Tresolini, Carol P.; And Others
Expanding the Biomedical Model: Case Studies of Five Medical Schools.
SPONS. AGENCY- Pew Health Professions Commission, Durham, NC.
PUB DATE- Apr 94
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Curriculum Design; Higher Education; *Institutional Characteristics; Institutional Mission; *Integrated Activities; *Medical Education; Medical Schools; Medical Services; Models; *Teaching Methods
IDENTIFIERS- *Biomedical Model

This study examined five representative medical schools for approaches to teaching integrated approaches to health care. Traditionally medical schools have taught from a biomedical, technological approach. The study used a qualitative, multiple case study design to explore which medical schools were attempting integrated health care education. On site visits to the five medical schools, data were collected through interviews with administrators, faculty, and students and review of documents. Analysis involved examining the data from each school and then integrating these data across schools. The study was based on ideas about curricula (i.e., integrated, patient-centered, developmental, and population based) thought to help students learn an integrated approach to patient care. Findings suggest that teaching an integrated approach to care involves attention to four relationships within medicine and medical education: (1) the physician-patient relationship; (2) the physician-community relationship; (3) the relationship of physician to other practitioners; and (4) the faculty-student relationship. Several institutional factors, including a shared mission or philosophy, effective leadership, and increased attention to primary care facilitate the maintenance of programs that address an integrated approach to care. (Contains 27 references.) (JB)

ED 374 695 HE 027 697

Kremer-Hayon, Lya
School-University Collaboration: Its Efficacy in Professional Development Schools.
PUB DATE- Apr 94

Attainment; *Educational Improvement; *Graduation; Higher Education; *State Colleges; State Legislation; Student Costs; Telecommunications; Telecourses; Universities
IDENTIFIERS- *Colorado; *Time to Degree

This report discusses measures taken in response to Colorado Senate Bill 92-155, which requests institutions of higher education in the state to ensure that students have the opportunity and needed assistance to complete degrees in a reasonable time. The report also examines degree completion times at Colorado colleges and universities, and advances specific proposals to help improve degree completion times. The effects of the reduction of the number of degree programs, increased students costs, and core curricula on timely degree completion are addressed, as well as student- and institution-caused delays. The report recommends that colleges and universities: (1) survey dropouts and stopouts to determine how institutional policies affected their decision to leave; (2) examine and redesign current academic advising programs to help solve student scheduling problems; (3) review baccalaureate and associate programs that require more than 128 and 64 semester hours, respectively, in an effort to reduce the hours needed for such degrees; (4) utilize telecommunications to address the problem of over-subscribed courses; and (5) review faculty rewards policies to ensure that academic advising and the development of technology-based courses are duly rewarded. (MDM)

ED 374 713 HE 027 719

Report of the Committee on International Education.
PUB DATE- Apr 94
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Role; Consortia; Elementary Secondary Education; F L E S; Foreign Students; *Global Approach; *Government Role; Higher Education; Institutional Role; *International Education; International Educational Exchange; International Programs; *Partnerships in Education; Private Sector; Program Development; *Program Improvement; Public Relations; School Business Relationship; *Second Language Programs; State Colleges
IDENTIFIERS- *Colorado

The purpose of this report is to promote further development of international education in Colorado through the expansion of foreign language instruction, student and faculty exchanges, enrollment of international students, collaboration with state and private sector entities in international commerce, and the establishment of consortia agreements. It also addresses the need to convince the public that international education is a worthwhile goal, and reviews the current status of international education programs at various colleges and universities in Colorado. The report recommends that: (1) higher education institutions develop more consortial arrangements; (2) institutions put a greater emphasis on international education; (3) the state promote international education; (4) the state provide increased support for foreign language instruction at the elementary and secondary level; (5) regulations on international credit transfer be eased; (6) the Colorado Commission on Higher Education (CCHE) work with other agencies to promote international education; (7) elementary and secondary schools utilize "Model United Nations" programs to promote international education; (8) international exchange

Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrators; College Faculty; *College Students; *Hermeneutics; Higher Education; Policy Formation; Qualitative Research; *Racial Bias; *Racial Relations; *School Policy; Social Bias; *Social Discrimination; State Colleges
IDENTIFIERS- Gadamer (Hans Georg)

In seeking ways to address racial problems on college campuses this study applied a hermeneutical approach to social relations which acknowledges the centrality of actors' perspectives in the creation of social reality. In this model, based on the hermeneutical theory of Hans-George Gadamer, conflict has neither a negative or positive influence on social relations; instead conflict is something naturally presented in society. The study used Gadamer's theory to examine two incidents occurring on the campus of a mid-sized state-supported college which first developed an institutional discriminatory harassment policy in 1986. Data included ethnographic interviews with 24 student and administrator informants and transcripts of two focus group discussions. Analysis illustrates how members of the campus community framed notions of race relations and how they perceived and interpreted events. Analysis found that participants' perceptions of the need for, and expected outcomes of the discriminatory harassment policy were shaped by the extent to which individuals and groups shared experiences within the social context. These experiences helped to shape distinct, yet inter-related constituencies within the college based on participants' social position and race. (Contains 9 references.) (JB)

ED 374 733 HE 027 739

Ford, Jerry
Academic Advising Handbook, 1994-95: Houston Baptist University.
PUB DATE- Aug 94
NOTE- 271p.; For the 1991-92 and 1992-93 handbook, see ED 349 851 and ED 356 693.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Advising; *Church Related Colleges; College Faculty; Educational Counseling; *Faculty Advisers; Foreign Student Advisers; Guidelines; Higher Education; *School Policy; Student College Relationship
IDENTIFIERS- *Advisor Role; *Houston Baptist University TX

This handbook is a revised guide for faculty academic advisors at Houston Baptist University (HBU), a liberal arts university in Houston, Texas. The handbook is divided into three sections. The first section, "Academic Advising Research Data," discusses assumptions about the practice of advising and its role in higher education, various definitions of advising, and discussion and review of research on the advisor's role, function, and limitations. The second section is a selection of various lists, resource materials and articles that may be helpful in advising students. The list of resource materials is subdivided into four categories: (1) "The Advising Process," (2) "Responsibilities of the Advisors," (3) "Responsibilities of Advisees," and (4) "Advisee Problems." The third section contains information pertaining to specific departments and to specific HBU regulations. This section lists regulations and responsibilities for academic advisors. Appendixes contain

Academic Core College Students: Implications for Teaching.
PUB DATE- 94
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Active Learning; *Cognitive Style; *College Freshmen; Comparative Analysis; *Developmental Studies Programs; Higher Education; *High Risk Students; Learning Strategies; Remedial Instruction; Sex Differences; *Student Characteristics; Teaching Methods
IDENTIFIERS- *Passive Learning

This study examined characteristics of passive and active learners among college students enrolled in remedial classes and students enrolled in regular academic classes. Active learners are typically analytical, focused on task, tolerant of new ideas, curious, adept at processing information, able to develop other ways to solve a problem, self-motivated, responsible for their own successes and failures, less affected by others' values, and have broad interests. The 193 students in the two groups attended a regional southern university. Students with low entrance examination scores had been placed in remedial developmental studies programs. Students in regular academic programs were education majors taking introductory classes. All students responded to the 32-item Passive Active Learning Scale (PALS) developed to measure learning characteristics of students. Results indicated that the developmental studies students had a more passive learning style than their peers in the regular academic program. In addition, females had more passive learning characteristics than males. The findings have significant implications for teaching across many levels. (Contains 16 references.) (JB)

ED 374 752 HE 027 759

Cornesky, Robert A.
Quality Classroom Practices for Professors.
PUB DATE- 94
NOTE- 110p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Check Lists; *Classroom Techniques; College Faculty; *College Instruction; *College Outcomes Assessment; *Educational Principles; Higher Education; Quality Control; Student Development; Student Participation; Teacher Effectiveness; *Teacher Student Relationship; Teaching Methods; Teamwork; *Total Quality Management

The mission of this book is to facilitate effective instructor-student partnerships through the study of total quality management (TQM) principles and to demonstrate to instructors how they can make a difference in their classrooms, institutions, and communities. It uses an educational approach that actively involves students in the learning system as they meet expectations of customers (parents, employers, and instructors down the line). The book is developed for professors who are partially trained and knowledgeable about TQM and who want to apply the theory of TQM to their classrooms. The core of the training program involves 11 steps, with a chapter devoted to each: (1) the mission, goals, and academic integrity of the class must be absolutely clear; (2)

three types of combinations studied were: (1) an explicit menu signaling hierarchical structure where cross-referencing was not supported (EXH--explicit and hierarchical); (2) an explicit menu signaling hierarchical structure in which cross-referencing capability was embedded (EXN--explicit and network); and (3) an embedded menu signaling both hierarchical structure and cross-referencing capability (EMN--embedded and network). Based upon the specificity, complexity, and boundary of the search targets, five types of searches were studied--when the target was: simple and fully known; simple but not partially known; complex and fully known; complex but only partially known; and complex and the condition for terminating the search was unclear. Results showed that providing cross-reference links in small- or medium-sized online documents can improve search accuracy but not efficiency. EXN produces the best search accuracy, and EMN encourages in-depth search for tasks that are complex and not fully known. Although EXN was best received by the subjects, it resulted in a greater sense of getting lost for those who used the referential links and backtracking links more often. Causes of this disorientation, reasons why EXN and EMN produced better performance were discussed and search strategies employed by the subjects were investigated. The questionnaire used in the study is appended. (Contains 54 references.) (JLB)

ED 374 771 IR 016 809

Kaminsky, James S.
Come Back Martin, A Lot of Stuff Is Forgiven: Philosophy of Technology and Philosophy of Education.
PUB DATE- Apr 94
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change; Conservatism; Democracy; *Educational Philosophy; Educational Principles; Educational Theories; Ethics; Liberalism; Modernism; *Politics; Science and Society; Technology
IDENTIFIERS- 1960s; Historical Background; Postmodernism

It is the thesis of this work that the intellectual and social movements of the sixties beyond conservatism, classical liberalism, new liberalism, and various versions of Left philosophy have generated a space for the construction of a neoteric philosophy. The neoteric influence of today's reality points out that philosophy must move beyond postmodernism and conservatism. This essay argues for a neoteric philosophy of education. Neotericism asserts that politics is not reducible to epistemology, economics, class, modes of production, or life-worlds. It is the rate change--a dynamic, not a structure--that is the central factor of modernity. It reasserts that the new liberal claim that community is the core topic of all politics is correct. A neoteric philosophy of education revolves around the reestablishment of democracy, community, civic humanism, and freedom in discussions of political philosophy in particular in a tone that is against fragmentation. (Contains 38 references.) (Author)

ED 374 772 IR 016 812

Schools; Parent Attitudes; *Program Implementation; Questionnaires; School Districts; Student Attitudes; Surveys; Teacher Attitudes
IDENTIFIERS- Pennsylvania; Research for Better Schools Incorporated

This document presents the third year evaluation of the CAI/Cooperative Learning Project. The purpose of this project is to develop a national model for integrating computer-assisted instruction (CAI) through an integrated learning system. The project is a collaborative effort by two Pennsylvania school districts, Hatboro-Horsham and Pittston Area, and Research for Better Schools (RBS). This report begins with an introduction that provides background information on the project and the evaluation questions addressed by the study. Next, the evaluation design and procedures are described including design, student sample, instrumentation, and data collection and analysis. The findings of the evaluation questions for year three are presented in two sub-sections: program implementation and program outcomes. Finally, general conclusions which relate to the project's evaluation questions as well as implications of the evaluation's findings and conclusions are presented. Included in the appendix are the surveys used in the evaluation as well as the mean survey responses for rated items. (JLB)

ED 374 792 IR 016 844

An Investigation into the Feasibility of Using Computer Technology in Achievement Directed Leadership.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Aug 85
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; *Basic Skills; Computer Software Development; *Computer Uses in Education; *Decision Making; Elementary Secondary Education; Field Tests; *Instructional Improvement; Microcomputers; Questionnaires; *Research Utilization
IDENTIFIERS- *Achievement Directed Leadership Program; Research for Better Schools Incorporated

Between 1977 and 1981, the Basic Skills Component of Research for Better Schools worked with education agencies to develop a research-based approach to improving basic skills instruction and student achievement. Called Achievement Directed Leadership (ADL), the approach was field tested extensively in three school districts during the 1981-82 school year. It is noted that these tests provided persuasive evidence that educators could be trained to use research findings to monitor and manage critical classroom processes, and further evidence strongly suggested that student achievement improved according to the degree of ADL implementation. A key element in the project was the development of a microcomputer program to facilitate the collection and management of quantitative data by educators for their instructional decision making. The introduction to this report provides an overview of the investigation, a description of ADL, and a discussion of the use of microcomputers in schools. The methodology of the project is then presented, including the plan of investigation and the procedure. The section on the conduct of the investigation and findings of the project describes the design of the microcomputer-based support

This report begins by presenting highlights of the findings. The introduction then describes the terminology used in the document; the universe represented by the data; data collection and use the of technology; and quality review of the data. Also included are caveats for using the data; information on ordering machine readable data and publications; and a source for further information on public library statistics. The data are presented in 17 pairs of tables, which make up the major part of the report. The information includes data on staffing; operating income and expenditures; type of governance; type of administrative structure; size of collection; and service measures such as reference transactions, public service hours, interlibrary loans, circulation, and library visits. The appendixes include background on the Federal State Cooperative System (FSCS), a glossary, and a list of states with overlapping population of legal service areas. (JLB)

ED 374 811   IR 055 207

Slavit, David
The Effect of Graphing Calculators on Students' Conceptions of Function.
PUB DATE- Apr 94
NOTE- 48p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Algebra; *Calculators; Computation; Educational Technology; *Functions (Mathematics); *Graphs; High Schools; Learning Processes; *Mathematics Instruction; Models; Problem Solving; *Secondary School Mathematics
IDENTIFIERS- *Graphing (Mathematics)

This paper has two goals. The first is to present a model of the acquisition of a concept image of function. Theories describing the objectification of function are outlined through two different but related paths, and both stem from the conception of function as a process. The first path to objectification involves the generalization of the process view into one based on relationships between sets. The second path deals with function as an object possessing various properties, such as extrema and continuity. The second goal is to present the results of a year-long investigation on the acquisition of a function concept image in a high school Algebra II course which made significant use of the graphing calculator (GC). It was found that the students were able to define function objectively, but discussions and problem solving behaviors suggesting objectification occurred to a lesser degree. The graphic representation allowed objectification to occur more readily, and the use of the GC appeared to facilitate students' translation ability between functional representations. Students increased their use of the GC throughout the year, particularly on tasks which required graphical thinking. Misconceptions directly resulting from the use of the GC were also identified. (Contains 33 references.) (Author)

ED 374 812   IR 055 208

Stuhlmann, Janice Miller
Circumstances and Experiences That Lead to Incorporating Telecommunications into Teaching Practices.
PUB DATE- Apr 94

each congressman for the establishment of colleges of agriculture and mechanic arts, while the Servicemen's Readjustment Act of 1944, commonly known as the "G.I. Bill of Rights," provided tuition, subsistence, books, supplies, and counseling services for World War II veterans. Another major impetus on higher education has been the Basic Grant Program first passed by Congress in 1972. These monies have allowed millions of previously disenfranchised students access to higher education. Community colleges, which had their greatest growth during the 1960's and 1970's, began in the early 1900's as junior colleges designed to provide free or inexpensive education beyond high school to the area's citizens. Because the American economy is becoming more knowledge based, community colleges should provide educational facilities and support services, allowing other institutions to provide upper division and graduate instructional programs. Figures showing fastest growing occupations by general training requirements are included. Five footnotes contain reference information. (MAB)

ED 374 830   JC 940 501

Scanning the Front Range Environment: A Statistical Snapshot of the Front Range Community College Service Area.
PUB DATE- Aug 93
NOTE- 70p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *College Planning; Community Colleges; *Economic Factors; Educational Environment; *Environmental Scanning; Futures (of Society); Long Range Planning; *Organizational Change; *Social Change; *Trend Analysis; Two Year Colleges
IDENTIFIERS- Front Range Community College CO

This environmental scanning report from Front Range Community College (FRCC) in Colorado examines trends in population, demographics, income, and education in the college's service area. The report begins with Kathleen Cain's essay, "Environmental Scanning," indicating that the four major objectives of environmental scanning are to detect scientific, technical, social, and political interactions and other elements important to the organization; to define potential threats, opportunities, or changes for the organization by those events; to promote an orientation toward the future in management and staff; and to alert management and staff to trends which are converging, diverging, speeding up, slowing down, or interacting. Next, the report presents several essays and interviews offering the perspectives of staff and members of the community, including: (1) "The Community College in the Community," by Eric Reno; (2) "FRCC's Economic Development Role," an interview with Jack Keever; (3) "Scanning and Change: A Concrete Example," by Leo Giles; (4) "The Changing Role of Women in Higher Education," by Susan Hartman; (5) "Distance Learning and the Future of Education," by Steve Tilson; (6) "Fostering Diversity: A President's View," by Tom Gonzales; (7) "Networking: Mutual Benefit Is the Key," an interview with Jill Marce; (8) "Collaboration: A Deliberate Process," by Mary F. Johnston; and (9) "A Systematic Approach: The Times Demand It," by Dave Braman. The remainder of the report provides statistical profiles of 15 primary communities and four counties that make up the FRCC service area, including income, employment, and demographic data. (KP)

ED 374 831   JC 940 507

Tallahassee Community College (TCC) in fall 1990. The four reports compare students based on race, entry level test pass rates, full-/part-time status, and grade point average (GPA). Highlighted findings include the following: (1) the fall 1990 FTIC cohort contained 1,428 students; (2) by fall 1991, only 57% of the original cohort were still enrolled at TCC, and another 10% were enrolled in another college or university; (3) compared to white students (who comprised 75% of the cohort), black students were less likely to be enrolled in college, were attending a smaller number of transfer institutions, and were less likely to remain in college until fall 1992; (4) of the original cohort, 73.5% passed the reading placement test, 73.3% passed the mathematics placement test, 64.1% passed the writing placement test, and 46.7% passed all three placement tests; (5) fall 1992 retention rates for those passing the placement tests were between 48% and 49%, while retention rates for those failing one of the tests were between 33% and 39%; (6) 66% of the original fall 1990 cohort were enrolled part-time, and 34% were enrolled full-time; (7) students who began at TCC as part-timers were less likely to remain enrolled, less likely to transfer, and less likely earn degrees, but more likely to be employed full-time; and (8) students who were successful academically at TCC during their first semester were more likely to remain in college than those who were not. (KP)

ED 374 848 JC 940 541

Preparing Environments for the 21st Century: Proceedings of the Cuyahoga Community College Faculty Symposium (Cleveland, Ohio, March 5, 1994).
PUB DATE- 94
NOTE- 110p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Community Colleges; Community Health Services; *Conservation (Environment); Crowding; Ecology; Environmental Education; *Futures (of Society); Population Trends; *Quality of Life; Social Environment; Two Year Colleges; *Urban Environment; *Violence; *Water Quality

Focusing on current environmental issues and strategies for preparing for the future, this document provides the following conference papers: (1) "Preparing Environments for the 21st Century," by Bailus Walker, Jr.; (2) "Green vs. Greed: Development and Conservation," by John Ferrara; (3) "Plants and People: A Developing Relationship," by Alan Shatteen; (4) "Forests Dying -- Cultures Crying," by Phyllis Weinstein; (5) "Adoption of Community Water Supply in Three Villages in Muhafizat Kafr Al Shaykh, Egypt," by David B. Belasco; (6) "11 Billion in 2025! Will Malthus Prove to Be Correct," by Donald Jelfo; (7) "The Built-In Momentum for World Population Growth," by John Holian; (8) "Eudaimonia," by Eleonore S. Adams; (9) "The Cleveland Worsted Mills: A Case Study in Lost Opportunities," by Richard Karberg; (10) "The Impact of Social and Physical Environment on Our Children and Youth," by Frederick C. Robbins; (11) "Can Satisfaction Be Found in Poor Neighborhoods? The Case of Cleveland's Elderly," by Valerie Brown; (12) "Urban Children at Risk," by Wendy F. Marley; (13) "The Availability of Firearms and the Impact of Violence By and Against Children and Youth," by Joal Hill; and (14) "Preparing Arts Environments for the 21st Century," by Nina Freelander Gibans. (KP)

ED 374 849 JC 940 542

analysis of the period from fall 1991 to fall 1994 included the following: (1) the vast majority of CCC students took credit courses, ranging from 97% to 100% over the 4 years studied; (2) the two predominant racial/ethnic groups on campus were Blacks (61% in 1994) and Latinos (41% in 1994); (3) the majority of CCC students were in their mid-twenties; (4) while between 1991 and 1994 there was a minor increase in students between the ages of 19 to 21, there were declines for students who were 22 to 25, 26 to 29, and 30 to 39; (5) more than 50% of CCC students were taking 11 units or less, while the percentage of students taking 12 units or more fell from 28% to 26%; (6) day time students comprised 76% of the total population during the period; (7) CCC's female majority increased from 58% to 63%; (8) the majority of CCC students attended for the purpose of attaining a bachelor's degree; (9) Black females outnumbered Black males 2 to 1 and Latinas outnumbered Latinos 2 to 1; (10) the number of Black and Latino students has doubled since 1993; (11) 60% of CCC students were from within the CCC district; (12) CCC faculty were 54% Black, 26% White, 11% Asian, 9% Latino, 59% male, and 41% female; (13) CCC adjunct faculty were 51% Black, 32% White, 13% Latino, 3% Asian, 60% male, and 40% female; and (14) of full-time classified employees, 73% are Black and 62% are females. Extensive graphs and data tables are included. (MAB)

ED 374 866 JC 940 560

Scoville, John
How To Achieve Outcomes in Interdisciplinary Education Based on a Valid Methodology Integrating Art, Music, Philosophy, Science, History, and Literature.
PUB DATE- May 94
NOTE- 15p.; Paper presented at the Annual Conference of the Community College General Education Association (13th, Albany, NY, May 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; Community Colleges; *Critical Thinking; *General Education; *Interdisciplinary Approach; *Outcomes of Education; Teacher Effectiveness; Two Year Colleges

In the traditional educational model, the accumulation of information is more important than the understanding of conceptual relationships between disciplines. The process of traditional education is to assure that students know the rudiments of conventional wisdom. Interdisciplinary education, on the other hand, is relational. Ideas, their validity, and their relationship to the arts, society, and the human condition are the central issues of the interdisciplinary model. The goal and process of the interdisciplinary method is to interpret primary sources with regard to their expressive intent and contextual meaning. Essential elements of the interdisciplinary method include: (1) a chronological approach; (2) the use of primary sources; and (3) an instructor committed to exploring other disciplines with the aim of integrating and presenting substantiated interpretations. Student outcomes, particularly in the area of critical thinking, are in many ways parallel to the methodology of interdisciplinary education. Unfortunately, even at community colleges that are committed to the concept of interdisciplinary outcomes-based education, success in reaching general education problems are hindered by such problems as the academic mentality of exclusiveness and

(6) "Lessons from Primate Play" (Maxine Biben and Steven Suomi); (7) "Parent-Child Physical Play: Determinants and Consequences" (James Carson and others); (8) "The Necessary Lightness of Mother-Child Play" (Phyllis Levenstein and John O'Hara); (9) "Mother-Infant Play and Maternal Depression" (Jeffrey Cohn); (10) "Peekaboo across Cultures: How Mothers and Infants Play with Voices, Faces, and Expectations" (Anne Fernald and Daniela O'Neill); (11) "Gentle Play Partners: Mother-Child and Father-Child Play in New Delhi, India" (Jaipaul Roopnarine and others); (12) "Mother, Older Sibling and Me: The Overlapping Roles of Caregivers and Companions in the Social World of Two- to Three-Year-Olds in Ngeca, Kenya" (Carolyn Edwards and Beatrice Whiting); (13) "Persistence of Play and Feeding Interaction Differences in Three Miami Cultures" (Tiffany Field); (14) "Cultural Differences in Scaffolding Pretend Play: A Comparison of American and Mexican Mother-Child and Sibling-Child Pairs" (Jo Ann Farver); and (15) "The Cultural Context of Mother-Infant Play in the Newborn Period" (Kevin Nugent and others). Each chapter includes references. (TJQ)

ED 374 884 PS 022 547

Blakes-Greenway, Doris
Increasing Parental Involvement in the Preschool Program by Offering Alternative Communication Strategies between Parents and School Staff.
PUB DATE- 94
NOTE- 89p.; Ed.D. Practicum Report, Nova Southern University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Hispanic Americans; Low Income Groups; Parent Attitudes; Parent Education; *Parent Participation; *Parent School Relationship; Parent Student Relationship; Parent Teacher Cooperation; *Parent Workshops; *Preschool Education; Program Design; Program Implementation

This practicum was designed to improve communication between the mostly low-income, Hispanic parents and the non-Hispanic staff of a school-based preschool program. Parents of the program's 20 children were surveyed to determine what factors might encourage their participation in school functions. Parents were also interviewed by telephone and in person at an "open house" meeting at the school. The needs assessment found that many parents would require transportation, child care, evening meetings, or a Spanish-speaking interpreter to participate. Three parent workshops were conducted, covering such topics as child development, community resources for parents, and the selection of toys for preschoolers. The practicum led to a significant increase in parent participation at the school, with a majority of the parents participating in at least two of the three workshops. (Eleven appendices contain a contact log, parent survey, English- and Spanish-language fliers advertising school events and the workshops, and workshop handouts. Contains 27 references.) (MDM)

ED 374 885 PS 022 583

Partners in Learning: 0-5 Curriculum Guidelines.
PUB DATE- 94
NOTE- 147p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

indicate that undernourished children are typically fatigued and uninterested in their social environments. Such children are less likely to establish relationships or to explore and learn from their surroundings. Undernourished children are also more susceptible to illness and, thus, more likely to be absent from school. These factors result in a loss of opportunities for undernourished children and in a loss of contributions to society. An overview of research reveals that children in the United States suffer a mild to moderate degree of malnourishment associated with poverty. A combination of environmental insults and undernutrition has been shown to result in growth retardation and developmental delays. Unless irreparable physiological damage has occurred, improvements in environment and nutrition can rectify the developmental effects to which a young child is exposed. Nutrition programs such as the Special Supplemental Food Program for Women, Infants, and Children (WIC), the School Breakfast Program, the School Lunch Program, the Summer Food Service Program and the Food Stamp Program play key roles in safeguarding the health and cognitive develop of children who are at risk for undernutrition. Addition benefits provided by these programs include savings in medical costs and savings in special education programs. (VL)

ED 374 904 PS 022 732

Piscitelli, Barbara
School Age Child Care: Common Issues in Program Design and Evaluation with Annotated Bibliography. Australian Early Childhood Resource Booklets No. 2.
PUB DATE- Jun 88
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- After School Programs; *Educational Environment; *Educational Resources; Elementary Education; *Faculty Mobility; Foreign Countries; Labor Turnover; *Program Design; *Program Evaluation; *School Age Day Care
IDENTIFIERS- *Australia; Before School Programs

Noting an increase in demand for school-age child care offerings, with no corresponding establishment of guidelines for program development, this booklet addresses design and evaluation issues in school age child care (SACC) in Australia. The booklet is largely based on two surveys of SACC programs conducted in 1986. The issues discussed in the booklet include: (1) the high level of staff turnover in most SACC programs, which is often caused by low wages, odd hours, and poor working conditions; (2) the need for adequate resources for staff to carry out the program mission; (3) the lack of before-school care in most programs; (4) the lack of dedicated space, with most SACC programs using public areas, such as cafeterias or assembly room, or sharing space with other programs; and (5) the criteria for program assessment and evaluation. A 25-item annotated bibliography is included. (MDM)

ED 374 905 PS 022 733

Perrett, Ruth
Girls and Boys. Australian Early Childhood Resource Booklets No. 3.
PUB DATE- 88

DESCRIPTORS- *Academic Achievement; Asian Americans; Behavior Problems; Black Students; Grade 8; Junior High Schools; *Junior High School Students; *Parent Participation; *Parent Student Relationship; Racial Differences; Rural Schools; Sex Differences; Suburban Schools; Urban Schools

Noting that parent involvement in their children's schooling can improve academic performance, this report presents statistics on eighth-grade students' perceptions of parent involvement and its effect on their achievement for the school year ending in 1988. The report first highlights the findings as follows: (1) More than 80 percent of eighth-graders reported that they had talked with their parents about school life and selecting courses--six of ten reported that their parents had spoken to a teacher, but few reported that their parents visited their classes; (2) females were more likely than males to report talking with their parents about school, while males were more likely to report that their parents had spoken with a teacher; (3) Asian eighth-graders were less likely than others to report that their parents had talked with a teacher, while Black students were more likely than others to report that their parents had visited their classroom; (4) urban students were more likely than suburban or rural students to report that their parents had spoken with their teachers and had visited classes; and (5) students with three or more misbehavior incidents were less likely to report that their parents limited their television viewing or going out with friends than students with fewer incidents. The report then presents in table form the percentage of students who reported various types of parent involvement, by sex, race or ethnicity, and type of school (urban or rural). These data are then presented in bar graph form. (HTH)

ED 374 924 RC 019 694

Ambler, Marjane

Telecommunications: Where the Red Road Meets the Information Superhighway.

PUB DATE- 94

NOTE- 7p.; Photographs will not reproduce well.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Journal Articles (080)

DESCRIPTORS- *American Indian Education; *American Indian Reservations; American Indians; Elementary Secondary Education; Higher Education; Information Networks; *Policy Formation; Rural Areas; Technological Literacy; *Telecommunications; *Tribal Sovereignty

IDENTIFIERS- INDIANnet; *Information Superhighway; *Telecommunications Policy

This newsletter article addresses the increasing role of telecommunications and its effect on American Indian institutions. Advocates believe that telecommunications could make rural Indian reservations more viable places to live, work, educate children, and treat illnesses. Additionally, new technology could revolutionize reservation economies. However, before Indian communities leap onto the "information superhighway," they must be willing to take action to determine how the information system is designed and regulated. American Indian Telecommunications and Americans for Indian Opportunity (AIO) have attempted to educate Indian communities concerning the urgency and necessity of becoming a part of the telecommunications movement. American Indian Telecommunications was created to promote Indian use of computers and telecommunications in a culturally appropriate manner. AIO need for these programs and about program successes and accomplishments. Appended materials include the text of the Act and data on program enrollments and Native Hawaiian college enrollment. (SV)

ED 374 941   RC 019 799

Solorzano, Daniel G.
The Road to the Doctorate for California's Chicanas and Chicanos: A Study of Ford Foundation Minority Fellows. CPS Report.
PUB DATE- 93
NOTE- 60p.; Latina/Latino Policy Research Program. This full report is summarized in CPS Brief, v5 n16 Dec 1993, which has the same title (copy appended).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Aspiration; *College Faculty; *Doctoral Degrees; Educational Discrimination; *Educational Experience; Educational Policy; Fellowships; Higher Education; Mentors; *Mexican Americans; Parent Influence; Questionnaires; Secondary Education; Sex Differences; Student Motivation; Teacher Influence; Universities
IDENTIFIERS- *California; Chicanas; Chicanos; *Ford Foundation

This report addresses the underrepresentation of Mexican-Americans in the faculties of U.S. universities. During the 11-year period from 1980 to 1990, a total of 91,837 women received doctorates from U.S. universities, and of these, 751 (0.7 percent) were Mexican-Americans. Of the 148,352 men who received doctorates during this period, 1,189 (also 0.7 percent) were Mexican-Americans. Other trends include critical underrepresentation of Mexican-Americans, especially females, in the fields of physical science, engineering, life science, humanities, education, and other professional fields. California undergraduate institutions produced the largest share of Mexican-American students who went on to receive doctorates; within the state, the California State University system produced the largest number of these future doctorates. Sixty-six scholars who were awarded the Ford Foundation Minority Fellowship were interviewed concerning family background and educational experiences. Respondents indicated that educational barriers included lack of preparation and skills, lack of financial support, lack of information on graduate school, lack of role models, family responsibilities, being stigmatized as an affirmative action student, and experiences with racial and gender discrimination. On the other hand, scholars spoke of positive mentoring relationships; research experiences; and encouragement from certain faculty, peers, and family. They noted that the single most important factor in obtaining a doctoral degree was a positive mentoring experience. Policy implications for public schools and universities are discussed. Contains 20 references, numerous tables, the survey questionnaire, and a summary that was published separately. (LP)

ED 374 942   RC 019 800

Gandara, Patricia
Choosing Higher Education: The Educational Mobility of Chicano Students. A Report to the Latina/Latino Policy Research Program. CPS Report.
PUB DATE- 93

Compared to urban schools, rural schools had less attractive physical plants and grounds, fewer educational resources in virtually all areas, fewer instructional offerings, and staffs that were more dispirited about their abilities to provide effective education under existing conditions. Particular educational and environmental disadvantages of rural schools included restricted opportunities for participating in outdoor athletics; discomforts caused by inefficient heating and cooling systems, old and dark school interiors, and dirty rest rooms lacking in basic supplies; cramped classrooms lacking sufficient textbooks and maps; and old and inadequate libraries and gymnasiums. In addition, teachers and principals reported staff and student involvement in fund raising, and the lack of funds for enrichment programs, subjects such as drama and foreign languages, professional development, and teacher compensation for extra work. Includes tables of statistical data. (SV)

ED 374 958 RC 019 821

Howley, Aimee A.; Howley, Craig B.
Receptivity to Telecommunications among K-12 Teachers in a Rural State: Results of a West Virginia Survey.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 16 Oct 94
NOTE- 31p.; Paper presented at the Annual Meeting of the National Rural Education Association (Tuscaloosa, AL, October 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Information; Computer Literacy; Distance Education; Elementary School Teachers; Elementary Secondary Education; Information Technology; *Rural Education; Secondary School Teachers; *Teacher Attitudes; *Technological Literacy; *Telecommunications
IDENTIFIERS- Internet; *West Virginia

Distance education is a way to provide needed instructional resources to rural schools, and the Internet and other telecommunications networks are the newest addition to the distance education toolkit. However, little is known about rural teachers' technological skills and attitudes in this area. A mail survey of 262 K-12 teachers in West Virginia--a predominantly rural state--examined their computer and telecommunications skills, resources available to support telecommunications networking, teacher attitudes about the utility of classroom and professional development applications of telecommunications, and background variables contributing to teacher attitudes. Teachers were familiar with various computer applications, particularly instructional applications and word processing. Although much less familiar with possible applications of telecommunications, teachers were generally receptive. Few had the hardware and software necessary to use telecommunications, however. While few teachers had actually used telecommunications services, nearly 70 percent wanted access so that students could get information for class projects, and 65 percent wanted access to full-text materials for themselves. Teacher attitudes were influenced by instructional level and teaching experience, while level of technological skills was related to gender and access to technology. Despite high teacher interest, future usage patterns of rural teachers are more likely to be influenced by state concerns for control, uniformity, and "efficiency," and by the extent to which private enterprise takes over the

1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Case Studies; *Cooperative Learning; *Feedback; Grade 7; *Helping Relationship; Junior High Schools; *Junior High School Students; *Mathematics Instruction; Student Attitudes; *Student Behavior

Grade 7 mathematics students (n=18) were audiotaped while working in cooperative learning groups on 4 occasions over a 16 week period. After the second and third recordings, students were given edited transcripts of their discussions and were trained in how to interpret them. They used an instrument to appraise their group processes 1-2 times per week thereafter. The self-assessment had a beneficial impact on the frequency and quality of help seeking and help giving, and on student attitudes toward asking for help. The effect of the assessment procedures was attributed to three factors: (1) the feedback strengthened helpfulness norms built up in the classroom over the previous 4 months of cooperative learning implementation; (2) the feedback increased students' skill in asking for and giving help; and (3) the assessment enhanced students' self-efficacy. The paper includes the group appraisal instrument, coding scheme, and questions for comparing transcripts. Contains 65 references. (Author/MKR)

ED 374 981 SE 054 937

LeBlanc, Mark D.
Using a Computer Simulation To Determine Linguistic Demands in Arithmetic Word Problem Solving or Is the Time Right for a Database of Word Problems?
PUB DATE- Apr 94
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Addition; Arithmetic; *Computer Simulation; *Databases; Elementary Education; *Mathematics Instruction; Subtraction; *Symbolic Language; *Word Problems (Mathematics)

Relating natural language to mathematical language is an important component of elementary mathematics education. This paper describes new steps toward a computerized database of addition and subtraction word problems that could provide teachers and students with access to critical natural language terms and expressions for mathematical relationships. On the basis of new results from a computer simulation that is sensitive to slight changes in problem wording, the suggestion is that a database of word problems that reflects a relative order of difficulty is not only feasible but essential if researchers in this area are to increase the practical dissemination of research results. A collection of math stories sensitive to children's text comprehension skills and mathematical development is the foundation of an ongoing effort to implement a knowledge-building environment that can facilitate children's discussions of why one math story is more difficult than another, as well as encourage communities of students to build their own database of stories. An appendix contains an example simulation of EDUCE and SELAH solving a

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Education; *Elementary School Science; *Partnerships in Education; Science Curriculum; Science Education; Science Process Skills; Science Programs; Units of Study
IDENTIFIERS- *Hands on Science

Hands-on science is not a new idea. It has been implemented successfully in many schools. But it is far from being universally used in American elementary schools. Several problems must be overcome in order to implement a successful hands-on science program. This booklet contains guidelines to eliminate some of the difficulties involved in implementing hands-on programs. The chapters are: (1) "Why Hands-On Science?"; (2) "Planning the Hands-On Science Program"; (3) "Selecting Hands-On Science Units"; (4) "Creating a Refurbishment System"; (5) "Supporting the Hands-On Program"; (6) "Assessing Hands-On Programs"; (7) Hands-On Science Partnerships"; (8) "Three Sample Hands-On Units"; and (9) "Sources for Hands-On Science." (ZWH)

ED 375 004 SE 055 267

Foster, Scott, Ed.
Equity in Science. For Alaskan Schools K-12. A Training Module. Revised.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jun 91
NOTE- 126p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; *Equal Education; Inservice Teacher Education; Learning Modules; Science Education; Science Instruction; *Womens Education
IDENTIFIERS- *Alaska

One of the major focuses of science education reform is providing equal education to all students. One of the first steps in providing an equal education is informing teachers of classroom equity issues. This document is a training module developed to assist grades K-12 teachers in Alaskan schools in transforming their science classroom into a bias-free environment. The document contains the following: (1) a training session overview; (2) a listing of needed equipment; (3) information regarding how students perceive scientists; (4) ways of helping students obtain a positive attitude toward science; (5) a literature review of gender equity issues; (6) science activities; and (7) a listing of notable women in science. (ZWH)

ED 375 005 SE 055 281

Zambo, Ron; Hess, Robert
The Gender Differential Effects of a Procedural Plan for Solving Mathematical Word Problems.
PUB DATE- Oct 94
NOTE- 21p.; Paper presented at the Annual Meeting of the School Science and Mathematics Association (Fresno, CA, October 14-16, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

This publication on the constitutional principles of the U.S. Government consists of the textbook and teacher's guide. The textbook begins with a review of constitutionalism in antiquity, in early modern England, and in colonial America. Following sections outline the constitutional convention in Philadelphia, the principles of the constitution, and the debate over ratification. The final sections of the textbook elucidates the role of the constitution in U.S. history with chapters on Supreme Court interpretations and the ratification of amendments. Each chapter opens with an synopsis of the main points presented and closes with a presentation of several primary documents related to the topic. These documents include the Magna Charta, the English Bill of Rights, the Mayflower Compact, the Virginia Bill of Rights, the Constitution and all of its amendments, several of the Federalist Papers, the Northwest Ordinance, the Supreme Court decisions in Marbury v. Madison and Martin v. Hunter's Lessee, and other materials on constitutional history. The chapters also provide questions that test students' comprehension of the content. At the end of the textbook suggestions for a classroom project in which students become state representatives and participate in a constitutional convention are included. The teacher's guide explains a new approach to the study of U.S. government. It focuses on the constitutional framework that shapes and controls the political process. The textbook is summarized as a defense of the principle that, in order to achieve liberty, order, and justice, one must first establish limited constitutional government. The teacher's guide provides lesson plans for the textbook's seven parts, which include the history of constitutional government, the colonies' original constitutions, the Philadelphia Convention, the principles of the constitution, the ratification, the interpretations of the constitution, and the amendments added since 1791. The lesson plans call for research projects, essays, and discussion questions. Each plan includes recommendations for supplemental student reading. (JD)

ED 375 027   SO 024 111

Kuehl, John W.
Mister Chief Justice. A Study Guide.
SPONS. AGENCY- Virginia Foundation for the Humanities and Public Policy, Charlottesville.
PUB DATE- 92
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- *Citizenship Education; Constitutional History; Constitutional Law; Instructional Materials; *Law Related Education; Secondary Education; Social Studies; *United States History
IDENTIFIERS- Justices; *Marshall (John); *Supreme Court

Intended to accompany the film "Mister Chief Justice," this study guide introduces the life of John Marshall and early U.S. history through a fictional account of a dinner party at the home of the chief justice in March, 1801. The guide presents the historical characters who attended the dinner, including John Marshall, Mary Willis Marshall, Eliza Ambler Carrington, Edward Carrington, Robin Spurlock, George Hay, Daniel Trigg, and Aaron Burr, as well as the historical events that preceded the dinner, the Whiskey Rebellion and the XYZ Affair. This

Law-Related Education.
PUB DATE- 94
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Citizenship Education; Discipline; Intermediate Grades; Junior High Schools; Juvenile Justice; *Law Related Education; Middle Schools; Social Studies; Teaching Methods
IDENTIFIERS- *Mediation

This collection of four short articles describes initiatives of the American Bar Association that bring the skills of mediation to the classroom. Suzanne Miller discusses a program that trains students to become mediators equipped to resolve disputes in their school peacefully. The program turns problem students into positive role models, teaches problem-solving and decision-making, and promotes leadership abilities. After a discussion of the history of conflict resolution in the United States, Miller describes the factors that have contributed to the success of a training program at Gifford Elementary School in Racine, Wisconsin. Reporting on the success of pilot programs in Cleveland, Ohio, Elisabeth T. Dreyfuss explains the costs and procedures for introducing the mediation process in schools and the benefits it contributes, particularly the reduction in disruptive behavior and the improvement in the learning environment. In an article on peer mediation in Rich Township High Schools, Cook County, Illinois, Anthony Moriarty and Shirley P. McDonald argue that mediation programs provide an ideal opportunity for students to participate democratically in solving disciplinary problems. Melinda Smith assesses efforts to introduce mediation into juvenile justice settings, with special attention to the New Mexico Center for Dispute Resolution, and concludes that these initiatives hold great promise for improving juvenile justice in the United States. (JD)

ED 375 047   SO 024 346

We the People...and Civic Education: Summaries of Research.
PUB DATE- Feb 94
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Citizenship Education; *Constitutional History; Constitutional Law; *Law Related Education; Secondary Education; Social Studies; United States History
IDENTIFIERS- *United States Constitution

This collection of research findings by several organizations quantifies public ignorance of the U.S. Constitution and the success of the "We the People...The Citizen and the Constitution Program" in addressing the problem. Surveys by the American Bar Association, the Hearst Corporation, the National Assessment of Education Progress, the People for the American Way, the University of California at Los Angeles Higher Education Research Institute, and the United States Census Bureau indicate a poor public understanding of the principles of democracy and an apathetic attitude toward political participation. Intended to address this challenge for civic education, the "We the People...Program," designed by the Center for Civic Education, involves students in a rigorous study of the Constitution and the Bill of Rights and provides for participation in congressional district, state, and national hearings. One research study has found that students particular chapters. (JD)

ED 375 066 SO 024 563

Working Together: Lessons in Justice. Law-Related Lessons for Teaching the U.S. Constitution.
SPONS. AGENCY- Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.
PUB DATE- 94
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Citizenship Education; Constitutional Law; Elementary Education; Instructional Materials; *Law Related Education; Learning Activities; *Social Studies; Teaching Methods; *United States History
IDENTIFIERS- *United States Constitution

This teaching guide provides methods for integrating the study of law and citizenship into chronologically based U.S. History courses for elementary students. Correlated with the Illinois State Goals for Learning and the Learning Outcomes of the Chicago Public Schools as well as with national standards projects, the lessons encourage critical thinking, interactive learning, and the use of resource persons. The lesson strategies cover the origins of law, the American Revolution, conflict resolution, protest, nonviolence, the three branches of government, the Civil War, geography, women's rights, civil rights, and tolerance. The teaching methods outlined in the guide include role playing, brainstorming, and research. For each unit, the guide provides suggestions for resource persons such as attorneys, city council members, landlords, mediators, native Americans, judges, principals, committee heads, lobbyists, consumers, real estate agents, librarians, and social activists. To make the most effective use of the resource persons, the authors advise teachers to assure that the resource person is well-informed of the character of the class, its level of knowledge, the lesson planned, and their expected role. Because several of the topics may ignite controversy, the guide offers strategies for handling conflict. Teachers, the guide argues, should devise classroom rules for handling controversy, clearly identify the grounds for disagreement and the underlying assumptions, assure that students argue ideas rather than personalities, and support their arguments with facts. (JD)

ED 375 067 SO 024 564

Mahmud, Cathy, Ed.; Holleman, Joan, Ed.
Smithsonian Resource Guide for Teachers. 1993/94 Edition.
SPONS. AGENCY- Brother International Corp., Somerset, NJ.
PUB DATE- 94
NOTE- 85p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- American Indian Studies; American Studies; Anthropology; Art Appreciation; Art Education; Art History; Asian Studies; Astronomy; Black Studies; Botany; Ecology; Elementary Secondary Education; General Science; Geology; *Language Arts; Minerals; *Multicultural Education; Music Appreciation; Paleontology; *Science Education; Social Studies; Theater Arts; United States History; World History; Zoology

half the teachers felt a loss of autonomy in pedagogic decision making. A significant minority of teachers felt that a new professionalism involving creative ways of working with children and assessing them was possible, provided they had the confidence to shape the imposed changes to more professionally acceptable ends. Factors which enabled teachers to take control of the changes and selectively adapt them are examined. (Contains 19 references.) (JDD)

ED 375 085   SP 035 447

Newman, Kathryn A.
Researching Teachers in Residence: Bringing More Minority Teachers and Preservice Teachers into the Research Arena.
PUB DATE- Apr 94
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-10, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Black Colleges; Black Leadership; *Black Teachers; *College School Cooperation; *Educational Research; Elementary Secondary Education; Higher Education; *Inservice Teacher Education; Partnerships in Education; *Preservice Teacher Education; Teacher Education; Theory Practice Relationship
IDENTIFIERS- African Americans; *Grambling State University LA; Preservice Teachers; *Teacher Researchers

This paper presents a method for increasing the pool of potential African-American educational researchers. The approach, called Researching Teachers in Residence (RTR), provides opportunities for inservice and preservice teachers to engage in collaborative research with university-based staff and faculty. RTR was started at Grambling (Louisiana) State University in 1988 and involves: (1) allowing inservice teachers access to the research skills of university personnel in order to investigate problems observed in the classroom; and (2) exposing preservice teachers to the formal inquiry method by having them formulate research questions, analyze the literature, conduct research and data analyses, and interpret the results. Research questions can be generated by students, inservice teachers, or faculty. RTR is characterized as a socially based research group, and its advisors concentrate upon turning the questions as posed into viable studies without losing the focus of the original question. Results of the RTR model provide evidence that inservice teachers and undergraduate preservice teachers can engage in research that increases the knowledge base, and that changes have taken place in attitudes toward research and knowledge of the research process. Future directions are explored. (Contains 11 references.) (JDD)

ED 375 086   SP 035 448

King, James R.
Uncommon Caring: Primary Males and Implicit Judgments.
PUB DATE- Jan 94
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Behavior Patterns; Elementary School Teachers;

commenced a reskilling program for former home economics teachers who wish to complement their teaching skills with further training in physical education. The 2-year program results in the Graduate Diploma of Teaching (Physical Education). The program is delivered through correspondence and residential courses. It includes a theoretical component covering such topics as applied anatomy, exercise physiology, physical fitness, and appraisal of movement skills and a practical component covering dance, gymnastics, and game skills. This paper outlines steps in developing the program, gives a demographic profile of the teachers undertaking the program and how they are coping with the initial stages of the process, and notes program evaluation plans. Appendices list key learning areas in the New South Wales curriculum and provide demographic data about reskilling participants. (JDD)

ED 375 103   SP 035 480

Boles, Katherine; Troen, Vivian
Teacher Leadership in a Professional Development School.
PUB DATE- Apr 94
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Action Research; College School Cooperation; *Collegiality; Curriculum Development; *Educational Change; Elementary Education; Elementary School Teachers; Higher Education; Interprofessional Relationship; Mainstreaming; Models; Preservice Teacher Education; *Teacher Attitudes; *Teacher Role; Team Teaching; Teamwork; Time Management
IDENTIFIERS- *Professional Development Schools; Teacher Development; Teacher Leaders; *Teacher Leadership; Teacher Researchers

Findings from a study, which examined the development of leadership skills and roles among the teachers in a professional development school (PDS), indicate the emergence of a nontraditional teacher leadership paradigm at the PDS. In contrast to typical teacher leadership models, in which carefully selected and screened teachers are placed in leadership positions, the teacher leadership paradigm that has emerged is characterized by a form of collective leadership in which teachers develop expertise reflecting individual interests. The Learning/Teaching Collaborative (L/TC) is a PDS, which was initiated in a Brookline (Massachusetts) elementary school in 1987 by two teachers to improve the work of teachers, reform preservice teacher education, and mainstream special needs students more effectively. Four components of the L/TC are team teaching, school-university collaboration, special education inclusion, and alternative professional teaching time (APT). APT allows teachers at least one day per week to assume an alternative role (e.g., curriculum writer, researcher, student teacher supervisor, college teacher). The eight teachers who were interviewed for this study indicated that the PDS nurtured teacher leadership, leadership activities grew naturally out of professional interests and working in teams, teaching practices changed significantly, and professional relationships improved. Teachers experienced the greatest growth and development in the following areas: team teaching and collaboration, preservice teacher education, curriculum development, research, and governance. (Contains 49

Queensland, Australia, July 3-6, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Curriculum Development; *Educational Needs; *Elementary School Teachers; Elementary Secondary Education; Employer Attitudes; Foreign Countries; Higher Education; Inservice Teacher Education; *Mild Mental Retardation; *Needs Assessment; Parent Attitudes; Preservice Teacher Education; Questionnaires; *Secondary School Teachers; Teacher Attitudes; *Teacher Educators

Individuals from a spread of stakeholder groups (i.e., teachers, parents, peers, employers, carers and agency professionals, administrators, and taxpayers) responded to six paragraph-length portraits describing schooling experiences of students with mild intellectual disabilities (MID). Supplementary interviews and surveys were also carried out. Research questions focused on the needs of MID students, concurrence in the perceptions of stakeholders with regard to such needs, and the curriculum available to MID students and discrepancy between needed and undertaken curricula. Results indicated that: (1) non-academic skill and content domains were clearly favored over the traditional academic curriculum domains; (2) teachers felt frustration at not knowing what occurred at earlier or later levels of schooling, not knowing how workplaces operate, and being unable to have enough of their eligible students participate in alternative programs; (3) employers favored a more significant proportion of academic skills involvement than did other stakeholders; (4) at least 3 years of vocational preparation was required for students with MID; and (5) students developed a more personal locus of control following engagement in workplace programs. Implications for classroom teachers and implications for teacher educators and teacher professional development are listed. Copies of questionnaires, including the six portraits describing students' schooling experiences, are appended. (Contains 18 references.) (JDD)

ED 375 122 SP 035 501

Freidus, Helen
Supervision of Second Career Teachers: What's Our Line?
PUB DATE- Apr 94
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Career Change; Case Studies; *Constructivism (Learning); Elementary Secondary Education; Employment Experience; Graduate Students; Higher Education; Nontraditional Education; Student Teachers; *Student Teacher Supervisors; *Supervisory Methods; Teacher Education Programs; Teacher Educators; *Teacher Supervision; *Teaching (Occupation); Theory Practice Relationship
IDENTIFIERS- *Preservice Teachers; *Second Careers

By examining the role of supervision in the induction process of second career teachers, this study provides a new lens both for examining the career transition of second career teachers and for viewing the role of instructional supervision. Using case

NOTE- 16p.; Paper presented at the Annual Meeting of the Australian Teacher Education Association (24th, Brisbane, Queensland, Australia, July 3-6, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Cognitive Style; *Cultural Differences; *Curriculum Development; Demography; Educational Assessment; Foreign Countries; Higher Education; *Mathematics Education; Preservice Teacher Education; Prior Learning; *Science Education; *Student Attitudes; *Teacher Education Curriculum; Teacher Educators
IDENTIFIERS- Australia; *Diversity (Student); Empowerment; Preservice Teachers; Self Empowerment; University of South Australia

In 1993, a team of seven researchers at the University of South Australia investigated student diversity among its population in relation to the curriculum in action, student experiences of exclusion and inclusion, and staff experiences of attempting to understand and counter exclusion. This paper reports on a case study based on the newly developed set of integrated mathematics and science subjects within the Bachelor of Teaching program. Students had identified these subjects as increasing their understandings of, and success in, mathematics and science as they prepared to become elementary school teachers. The research: (1) describes the underlying principles and approaches adopted by staff; (2) describes and analyzes student perceptions of their learning experiences; and (3) explores issues which impinge upon planning and teaching for "inclusivity" of student diversity. The paper outlines broad findings of the research, critically examines what it might mean to plan and teach for "inclusivity" and "empowerment" within preservice teacher education, and pays particular attention to prior learning and assessment. Appendixes provide categories for coding student answers and the mathematics and science backgrounds of the students. (Author)

ED 375 141 SP 035 553

Watters, James J.; And Others
Enhancing Preservice Teacher Education Students' Sense of Science Teaching Self Efficacy.
PUB DATE- Jul 94
NOTE- 29p.; Paper presented at the Annual Meeting of the Australian Teacher Education Association (Brisbane, Queensland, Australia, July 3-6, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Attitude Change; *Cognitive Restructuring; *Counseling Services; Education Courses; Elementary Education; Elementary School Science; Emotional Response; Foreign Countries; Higher Education; Intellectual Experience; *Negative Attitudes; Preservice Teacher Education; *Science Education; *Self Efficacy; *Student Experience
IDENTIFIERS- Australia; *Preservice Teachers

This paper reports on the effects of an intervention program designed to develop cognitive and affective skills for the study of science by students undertaking a preservice elementary teacher education course. Previous research has indicated that a high proportion of students coming into this course have had negative experience in their previous exposure

NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *College School Cooperation; Elementary Education; *Elementary School Teachers; Foreign Countries; Higher Education; *Inservice Teacher Education; Management Development; Principals; Program Descriptions; Program Design; Program Evaluation; Teacher Participation; Teacher Workshops
IDENTIFIERS- Israel; *Professional Development Schools

This study describes a school-university collaboration involving a number of professional development schools in Israel and examines the efficacy of such collaborations. A government agency requested that a university researcher plan and implement collaborative programs. The program determined to include a heterogeneous group of schools, selected in part with the help of district superintendents and where at least 80 percent of teachers expressed interest in the program. The final list of participants consisted of 10 elementary schools with 120 teachers teaching about 3,000 students. The project's focus on pupils' academic achievement was intended to relieve teachers from feeling that they were not good enough. Professional development included workshops on assessing pupil achievement, heterogenous groups, and other topics dictated in part by teacher input. The program included lectures at the university, weekly workshops held at the school during school hours, and teacher observations. Principals attended workshops which focused on supporting teachers' work and on principals' professional development. The program included planning for perpetuation and continuation in part by preparing teachers to become workshop and educational leaders. All project activities were documented by audio-taped interviews which were later transcribed and workshop documentation. Project evaluation in an action research approach covered the nature of the collaboration, professional development of participants, and pupil academic achievement. Contains 23 references. (JB)

ED 374 696 HE 027 698

Rubin, Michael
The California Academic Partnership Program: A Case Study of Retrenchment from Two Different Perspectives.
PUB DATE- Apr 94
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Faculty; *College School Cooperation; Higher Education; Partnerships in Education; *Program Administration; *Retrenchment; Secondary School Teachers
IDENTIFIERS- *California Academic Partnership Program; *Functionalism; Radical Structuralism

This case study analyzed the management of the retrenchment for the California Academic Partnership Program (CAPP) from two perspectives: the functionalist perspective and the radical structuralist view. CAPP is a program supporting higher education faculty-secondary school teacher partnerships to improve secondary education. The California recession caused modest funding reductions for the program in 1991 and 1992 and perhaps more drastic reductions in 1993. The functionalist programs be expanded; (9) all undergraduates complete at least 1 year of foreign language instruction; and (10) CCHE work with other organizations to increase the number of international education partnerships with the private sector. (MDM)

ED 374 714 HE 027 720

Faculty Instructional Workload.
PUB DATE- May 94
NOTE- 83p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Faculty; *College Instruction; College Students; Community Colleges; Credits; Full Time Faculty; Higher Education; Part Time Faculty; *State Colleges; State Surveys; State Universities; *Teacher Student Ratio; *Teaching Load; Universities
IDENTIFIERS- *Colorado; Contact Hours

This report provides data on instructional workloads at 28 Colorado public universities, colleges, and community colleges during the 1992-93 academic year. The workload data includes classroom and laboratory instruction (Type A), as well as individual instruction (Type B), such as independent study, thesis hours, and dissertation hours. It does not include research, public service, and student advising. Comparative data measure: (1) total instructional full-time (FT) faculty and full-time equivalent (FTE) students; (2) distribution of total student credit hours; (3) teaching load per FTE FT faculty; (4) average number of students per Type A class; (5) average weekly contact hours per FTE FT faculty; (6) average Type A students per credit hours FTE FT faculty; (7) average Type B student credit hours per FTE FT faculty; (8) overall distribution of contact hours by type of instructor; and (9) distribution of lower division, upper division, and graduate contact hours by type of instructor. Detailed information on each institution is also provided, as well as comments by individual institutions on the nature of instructional workloads at their institution. Copies of the data collection form, definitions of terms, and institutional groupings are also included. (MDM)

ED 374 715 HE 027 721

Garduno-Estrada, Leon R.
Determining University Goals in an Institution of Higher Education in Mexico.
PUB DATE- 94
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classification; *College Faculty; College Role; Comparative Analysis; Foreign Countries; Goal Orientation; Higher Education; *Institutional Evaluation; *Needs Assessment; *Organizational Objectives; School Surveys; Teacher Attitudes; Universities
IDENTIFIERS- *Faculty Attitudes; Goal Analysis; Mexico; *University of the Americas (Mexico)

This study sought to determine the most important goals of the University of the Americas-Puebla (Mexico) through a needs-analysis survey of the faculty. A survey instrument was developed which included a series of 58 goal statements. The tables detailing test/course requirements for English and Foreign Languages, Business, Christianity and History, Mathematics and Science, and Advanced Standing; as well as common registration questions, grading questions, and a list of referrals and responsible offices at HBU. Contains 62 references. (JB)

ED 374 734   HE 027 740

Bingham, Nelson; Clark, Len
The Assessment Process: Lessons for Liberal Arts Colleges.
PUB DATE- 28 Mar 94
NOTE- 52p.; Paper presented at the Annual Meeting of the North Central Association (99th, Chicago, IL, March 28, 1994).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accreditation (Institutions); Accrediting Agencies; *College Outcomes Assessment; Curriculum Based Assessment; Educational Assessment; General Education; Higher Education; Institutional Evaluation; Institutional Mission; *Liberal Arts; *Private Colleges; Program Development; Program Implementation; *Self Evaluation (Groups); Student Educational Objectives
IDENTIFIERS- *Earlham College IN

Responding to an accrediting agency mandate for assessment of student outcomes. Earlham College (Richmond, Indiana), a liberal arts college, developed and implemented an assessment plan. The process began with review of the institutional identity and early identification of the philosophy and principles to guide the process. A timetable was developed beginning 20 months before a scheduled site visit from the accrediting agency. Other early steps included reviewing assessment practices already taking place, and development of the assessment plan by the curricular policy committee. Each academic unit submitted a self-study report. The assessment plan included a timetable for gathering and disseminating assessment data on the general education of Earlham students. The plan also required individual departments to indicate current and proposed forms of student academic assessment for their student majors. Lessons emerging from the experience suggested the importance of keeping the process at a grass roots level, evolving the assessment approach gradually, and integrating the assessment with other data collection efforts on campus. Appended material includes the revised self-study general plan, background information on the North Central Accreditation process, review of existing assessment data, a 5-year assessment plan, a summary of general education goals, and plans for student outcome assessment by department. (JB)

ED 374 735   HE 027 741

Grao, Julio; And Others
Demand and Academic Performance in Higher Education.
PUB DATE- Sep 92
NOTE- 19p.; Paper presented at the EAIR Forum (14th, Brussels, Belgium, September 6-9, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Academic Aspiration; *College Students; Demand Occupations; *Educational Demand; Foreign

the professor must demonstrate leadership; (3) most work must be pertinent and flow from the students; (4) course content is connected to the campus community and the real world; (5) the student is treated as a "worker" and a member of the "research and development" team; (6) peer teaching, small group work, and teamwork are emphasized; (7) students should have aesthetic experiences; (8) classroom processes should include reflection; (9) the teaching/learning system should undergo constant evaluation; (10) new activities should constantly evolve from the old; and (11) there must be an audience beyond the professor. Each chapter contains exercises or checklists to use in applying the steps. (Contains 13 references.) (JDD)

ED 374 753   HE 027 760

Meloy, Judith M.
Writing the Qualitative Dissertation: Understanding by Doing.
PUB DATE- 94
NOTE- 112p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Doctoral Dissertations; *Expository Writing; Higher Education; *Qualitative Research; *Research Methodology; Technical Writing; Writing (Composition)

This book for doctoral students is designed to provide direct, in-depth support for learning about qualitative research. The data sources for the book are reflections of research correspondents who describe their experiences with choosing qualitative research methodologies for their thesis research. The book begins with a chapter about "the end," where an amount of certainty and confidence finally emerges for novice qualitative researchers. Subsequent chapters address selecting and working with a committee; preparing and defending the proposal/prospectus; maximizing resources; connecting focus, literature, and ownership; keeping a journal; methodology and analysis; and defining "the end." Each chapter poses a set of questions to prod researchers to consider the totality of the research endeavor as they encounter seemingly discrete concerns. Appendices provide a copy of the letter to potential research correspondents, biographical notes about the research correspondents, and tables of contents from their dissertations. (Contains 41 references.) (JDD)

ED 374 754   HE 027 761

A Classification of Institutions of Higher Education: A Technical Report. 1994 Edition.
PUB DATE- 94
NOTE- 182p.; For the 1987 edition, see ED 291 269. Foreword by Ernest L. Boyer.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- *Classification; *Colleges; Enrollment; Higher Education; *Institutional Mission; *Universities
IDENTIFIERS- *Carnegie Classification of Higher Education

This new edition of the Carnegie Classification of Higher Education groups American colleges and universities according to their missions and similarity of their programs and purposes. In this 1994 edition, for the first time,

School Based Student Records Package Evaluation Report.
PUB DATE- May 91
NOTE- 82p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- ent of democracy, community, ci freedom in discussions of political philosophy in particular,Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Automation; *Computer Software Evaluation; Computer System Design; *Computer Uses in Education; Database Management Systems; Educational Technology; Elementary Secondary Education; Evaluation Criteria; Foreign Countries; Information Management; *Student Records; Vendors
IDENTIFIERS- Alberta

An important goal of the Educational Information Exchange (EIE) of Alberta Education is to provide leadership in promoting school student record automation. This document presents a mechanism for the review, evaluation, and recommendation of school-based student records software for the EIE. The report provides an overview of the initiative to automate and begins with a description of the preparations taken prior to the beginning of the review process. The main topics covered in this section are the request for information from software vendors; formation of the working committee for the review process; and an outline of the evaluation strategy. The next section examines the software evaluation process. It consists of the following stages: short software demonstrations; half-day software demonstrations; visits to school sites; invitation to offer; and negotiations and recommendations. The fourth section provides general overviews of the top eight software packages evaluated by the working committee. The final section provides a summary of the report and concluding remarks. Nine appendixes include sample letters, a description of functional criteria for evaluating software, and a list of vendors. (JLB)

ED 374 773 IR 016 813

Ursyn, Anna
Students' Perception of Computer Art Graphics Integration of Art and Science.
PUB DATE- Apr 94
NOTE- 17p.; Poster presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Art Activities; *Computer Assisted Instruction; *Computer Graphics; *Geology; Higher Education; *Instructional Innovation; Integrated Activities; *Interdisciplinary Approach; Questionnaires; Science Instruction; Student Attitudes
IDENTIFIERS- *Computer Art

In this study, integration of art and science instruction was applied in an experimental computer art graphics class, as undergraduates learned geological concepts and processes through creating computer art graphics. The qualitative study concerning students' perception of integrative instruction was made from the students' point of view. Questionnaire answers revealed that creation of geology-related art production on the computer provided the students with confidence about their artistic abilities and helped them understand geological drawings, graphs, and geology lectures. Most of the students system for the ADL; the component's efforts to modify commercially available software to assist educators with the management of ADL; and the development and evaluation of an in-house software program, CONFERENCE. Finally, the conclusion addresses the technical feasibility and advantages for users in using the microcomputer for ADL data-based decision making. Included in the appendices are data collection forms, the principal/teacher conference form, and the CONFERENCE program code. (JLB)

ED 374 793   IR 016 845

Dusewicz, Russell A.
Computer Assisted Adult Education: Math Series. A Final Report.
SPONS. AGENCY- Department of Education, Washington, DC.; Pennsylvania State Dept. of Education, Harrisburg.
PUB DATE- Oct 85
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adult Basic Education; Adult Learning; Adults; *Basic Skills; *Computer Assisted Instruction; Computer Software Development; Individual Instruction; *Instructional Improvement; *Mathematics Instruction; Microcomputers; Young Adults
IDENTIFIERS- Research for Better Schools Incorporated

This paper presents the final report of a project designed to produce an effective individualized adult learning program in mathematics. The need for such a project has been reflected in the reports of national commissions and studies which provided documentation and statistics on the lack of proficiency of adults and young adults in the basic skills of mathematics. The purpose of this project was to convert to a computer-assisted format an existing program, "Individualized Learning for Adults (ILA)--Mathematics." Five objectives were involved in the effort: (1) to revise the ILA Mathematics curriculum content; (2) to revise the ILA testing and diagnostic measures; (3) to computerize the revised ILA curriculum content; (4) to computerize the revised testing and diagnostic measures; and (5) to disseminate/evaluate the new ILA/CAI math curriculum. The introduction to the report presents the problem and need which led to the project as well as the procedures and strategies used in carrying it out. A section on accomplishments then reviews each of the project objectives together with the procedures used to achieve the individual objectives and the accomplishments realized for each objective. The final section presents conclusions and recommendations. Findings indicated that four of the objectives of the original plan were achieved, while objective five was only partially met. (JLB)

ED 374 794   IR 016 853

CNN Newsroom Classroom Guides. March 14-31, 1994.
PUB DATE- Mar 94
NOTE- 58p.; Videos of the broadcasts can be ordered from CNN. The March guide begins with the middle of the month with March 14, 1994. For guides for April through September 1994, see IR 016 854-859.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Attitudes; *Computer Networks; Educational Innovation; Educational Technology; Elementary Secondary Education; *Information Networks; Instructional Improvement; State Programs; Teacher Attitudes; *Teacher Participation; Teaching Methods; *Telecommunications; Use Studies
IDENTIFIERS- Access to Computers; Interactive Systems; University of Virginia; *Virginia Public Education Network

In 1991, educators at the Curry School of Education at the University of Virginia began developing ideas for integrating telecommunications into the instructional practices of public school teachers using Virginia's Public Education Network. Teachers from across the state were invited to participate in a telecommunications project called the Electronic Academical Village, consisting of a variety of electronic resources developed for elementary, middle, and high school teachers. Teachers had the option of utilizing existing resources or initiating projects which corresponded to their curricular needs. During the first two years of the project, patterns of use emerged. Although the teachers had training, support, and access to equipment in their classrooms, some were not participating. Six individual case studies were developed based on teachers' levels of participation in telecommunications projects. Three had relatively high levels of participation, and three had low levels. Data from the individual cases of high and low users were compared using cross-case analysis. Findings indicated that teachers who were integrating telecommunications into their teaching practices valued the use of an interactive learning network; figured out how to use it instructionally; received support from other users; and had access to computer equipment at home. Circumstances and experiences that did not appear to impact on use were the number of computers in a school and the principal's level of knowledge and interest in telecommunications. (Contains 27 references.) (Author/JLB)

ED 374 813 IR 055 209

Public Libraries Survey, FY 1992. Data Base Documentation.
PUB DATE- 92
NOTE- 55p.; For the report based on this survey, see IR 055 206. The machine-readable data file documented here is available from NCES and requires a DOS-based system with a minimum of 9 MB of available hard drive space (see Announcement NCES-94-030a appended).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- tudies were developed based on participation in telecommunications projects. Three had relative,Numerical/Quantitative Data (110)
DESCRIPTORS- Branch Libraries; *Databases; Financial Support; Interlibrary Loans; Library Circulation; Library Collections; *Library Statistics; Library Surveys; National Surveys; Nonprint Media; *Public Libraries; Reference Services; State Libraries
IDENTIFIERS- National Center for Education Statistics

The Public Libraries Survey has been conducted annually since

Birdsall, Les; And Others
Diablo Valley College Trends, 1992.
PUB DATE- 92
NOTE- 77p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Attendance Patterns; Community Colleges; *Enrollment; *Enrollment Trends; Ethnic Groups; Feeder Patterns; Females; Full Time Students; *Institutional Characteristics; Males; Part Time Students; *School Demography; *Student Characteristics; Teacher Characteristics; Two Year Colleges; *Two Year College Students
IDENTIFIERS- Diablo Valley College CA

This report provides 31 charts showing trends in enrollment; transfer students; and ethnic and gender characteristics of students, faculty, and staff at Diablo Valley College (DVC), in California, up to fall 1992. Following a brief introduction highlighting statewide trends, charts are provided for the following areas: (1) DVC fall enrollments from 1984 to 1992; (2) student type (e.g., continuing, first-time, etc.), level of educational attainment, gender, part- and full-time status, ethnicity, and age for 1987-1992; (3) spring high school graduates, 1990 to 1992, highlighting graduates from the Acalanes, Mt. Diablo, and San Ramon school districts and percentages enrolled at DVC; (4) number of high school students tested and percent enrolled at DVC by district for 1991 and 1992; (5) DVC fall grade distributions, 1986 through 1991; (6) number of transfer students and destinations, 1986-87 through 1990-91; (7) the top ten community colleges with respect to numbers of students transferred, 1986-87 through 1990-91; (8) ethnic distribution of new faculty hires and all faculty, 1984-85 through 1992-93; (9) ethnic distribution of full-time and all employees, fall 1992; (10) gender distribution of new faculty hires, 1984-85 through 1992-93; (11) gender distribution of full-time employees, fall 1992; (12) average daily attendance (ADA) at DVC's main, Pleasant Hills, and San Ramon campuses, 1990-91; and (13) full year ADA/full time equivalency comparisons for the three sites, 1987-88 through 1991-92. (KP)

ED 374 832 JC 940 508

Birdsall, Les
Student Equity: Transfer.
PUB DATE- Oct 93
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- American Indians; *Articulation (Education); Asian Americans; Black Students; *College Transfer Students; Community Colleges; Females; Hispanic Americans; Males; *Minority Groups; *School Demography; *Student Characteristics; Two Year Colleges; White Students
IDENTIFIERS- Diablo Valley College CA; *Transfer Rates (College)

Focusing on the transfer function at Diablo Valley College (DVC), in California, this report offers 1991 and 1992 transfer data drawn from reports issued by the University of California (UC), the California State University (CSU), and the Los Angeles-based Center for the Study of Community Colleges (CSCC). Following introductory materials, the UC report on fall 1991

Marrow, Alvin J.
Continuous Quality Improvement -- Scheduling Hazard Community College.
PUB DATE- Jul 94
NOTE- 10p.; Paper presented at "Leadership 2000," the Annual International Conference of the League for Innovation in the Community College and the Community College Leadership Program (6th, San Diego, CA, July 17-20, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Planning; Community Colleges; Program Descriptions; *School Schedules; *Total Quality Management; Two Year Colleges
IDENTIFIERS- Continuous Quality Improvement; Hazard Community College KY

The Academic Council at Hazard Community College in Kentucky applied the Continuous Quality Improvement (CQI) process to improve the college's method for class scheduling. Four specific CQI steps were applied: Focus, Analyze, Develop, and Execute. The first step was for the Quality Action Team (QAT) to focus on making a clear written statement of scheduling problems. The analysis step found ineffective coordination among division chairs; little or no proofing for errors or conflicts; and lack of adherence to deadlines. Developing a plan for solving these problems was the next step. The team agreed that the plan would: (1) use a master matrix to show utilization of all classes, rooms, and times; (2) involve faculty, staff, and students to gain their commitment to forward planning and minimize changes; (3) build a student-focused schedule; (4) prepare a timeline that would allow for necessary changes, editing, and printing; and (5) increase coordination with other college units. The execution of the plan is scheduled for Fall 1994. The QAT is confident about the schedule and agreed to allow only changes which came about as a result of new hires, or class cancellations. (KP)

ED 374 850 JC 940 543

Armstrong, William B.
Accountability as Educational Reform in the Community Colleges: Policy and Implementation Issues.
PUB DATE- Nov 94
NOTE- 32p.; Paper submitted for presentation to the Annual Conference of the California Association for Institutional Research (San Diego, CA, November 3-4, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accountability; *College Outcomes Assessment; Community Colleges; Educational Assessment; *Educational Change; Evaluation Criteria; *Policy Analysis; Public Policy; Two Year Colleges
IDENTIFIERS- *California

Community college reform legislation in California mandates the development and implementation of a comprehensive accountability model. The reform model implemented during the 1991-92 academic year will provide the legislature and state officials with outcomes and process data in five areas of territoriality and faculty members' inability to think critically and globally about their own fields. Proper implementation of outcomes-based, interdisciplinary education could improve, and perhaps radically change the attitudes and skills of students. The continuous questioning and reevaluation of traditional information is precisely analogous to a thoughtful and engaged lifestyle, the essence of lifelong learning. Its aim is directed toward a personal understanding of the world that brings about greater individual autonomy, fulfillment, and effectiveness. (KP)

ED 374 867   JC 940 561

John Tyler Community College Employer Survey, 1994.
PUB DATE- 94
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; Education Work Relationship; *Employer Attitudes; Employment Potential; Graduate Surveys; *Job Performance; *Job Skills; *Outcomes of Education; *Program Effectiveness; Two Year Colleges; *Two Year College Students; Vocational Followup
IDENTIFIERS- John Tyler Community College VA

In summer 1994, an employer follow-up study was conducted at John Tyler Community College (JTCC), in Chester, Virginia, to gather data on JTCC graduates' preparation for their jobs, attitudes toward work, and adequacy of specific skills. Based on permission granted by graduates, surveys were sent to 127 employers of JTCC graduates, with usable responses being received from 59% (n=75) of the employers. Thirty-two percent of respondents evaluated nursing graduates, about eleven percent evaluated business graduates, while for more than half of the programs only one or two employers responded. Study findings included the following: (1) nearly 70% of the graduates evaluated were female and almost 65% were white; (2) approximately 67.6% of respondents felt that the training received at JTCC adequately prepared graduates for their current position, while 5.45% indicated the training was inadequate; (3) graduates were rated average or above average regarding their general attitude toward work, ability to operate job-related tools, willingness to learn, and analytical/problem-solving skills; (4) about three-fourths of the employees said that they would hire another JTCC graduate; and (5) although few negative ratings were given, graduates' writing and computer skills were evaluated as below average most frequently. Contains a discussion of results by program, responses to open-ended questions, a list of responding employers, and the survey instrument. (KP)

ED 374 868   JC 940 563

Ozaki, Roger H.
Freshman Orientation: A Comparison of Five-Week Versus Ten-Week Sessions.
PUB DATE- 94
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Career Planning; *College Freshmen; Community Colleges; Comparative Analysis; *Participant Satisfaction;

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Annotated Bibliographies; Curriculum Design; Curriculum Evaluation; *Curriculum Guides; Definitions; Foreign Countries; Parent Child Relationship; *Parent School Relationship; Play; *Preschool Curriculum; Preschool Education; *Student Evaluation; Transitional Programs; Values
IDENTIFIERS- *Curriculum Implementation; *Scotland; United Nations Convention on Rights of the Child

This guide was designed for use as a reference when planning and reviewing the curriculum of Strathclyde, Scotland preschool centers, as well as a resource tool for parents and others wishing to learn about the curriculum. The guide is divided into 9 main sections that address: (1) the definition, design, and implementation of curriculum; (2) the values and intentions of the curriculum; (3) child development, learning, and play; (4) the components of the curriculum; (5) how the curriculum is put into practice and made accessible and relevant to every child; (6) observations and assessment of children; (7) internal and external evaluations of the curriculum; (8) the management of home-to-school and preschool-to-primary school transitions; and (9) things adults can do to help children learn. A 51-item annotated bibliography and a glossary of terms are included. Three appendices contain excerpts from the United Nations Convention on the Rights of the Child, and from other preschool policy statements. (MDM)

ED 374 886 PS 022 620

Theilheimer, Ish, Ed.
New Times, New Fathers = A temps moderne, papas modernes.
PUB DATE- Mar 94
NOTE- 41p.
LANGUAGE- English; French
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Collected Works - Serials (022)
DESCRIPTORS- *Attitude Change; Behavior Change; Family Characteristics; *Father Attitudes; *Fathers; Foreign Countries; Newsletters; One Parent Family; *Parent Child Relationship; Parenting Skills; *Parent Role; *Social Change
IDENTIFIERS- Canada

This theme issue of "Transition" features a series of articles on fatherhood and the changing role of fathers in parenting. The articles include: (1) "From Cloth to Paper Diapers and Back: Reflections on Fatherhood during Two Generations" (Robert Couchman), which relates experiences of a new father 20 years ago and today; (2) "Does Society Support Involved Fathering? (Robert Glossop and Ish Theilheimer), which examines whether society truly supports the idea of active fathering that receives so much attention in the media; (3) "The Changing Faces of Fatherhood" (Germain Dulac), which discusses the stages of fatherhood and how fathers' roles have changed over time; (4) "Talking about Fatherhood" (Ginette Decoste), which summarizes the findings of a study on the attitudes of fathers toward parenting; and (5) "Dad Is the Trailer" which reports on a survey of attitudes toward fatherhood in Canada. The last article, "Time To Thank Families--Not Blame Them" (Alan Mirabelli) describes families as being mostly hardworking and flexible, and encourages society to support them since families build our society and drive our economy. Other sections of the issue list conferences and seminars on the family and profile four publications on Canada's families by the Vanier Institute

NOTE- 19p.; Photographs may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Child Development; Childhood Attitudes; Classroom Environment; *Early Childhood Education; Foreign Countries; Parent Participation; *Sex Bias; *Sex Fairness; Sex Role; Sex Stereotypes; Teacher Student Relationship
IDENTIFIERS- Australia; Gender Balancing (Curriculum)

Research on academic subject selection and socialization for girls and boys suggests that a gender imbalance exists in the education of children. This imbalance often results in problems of low self-esteem and a limited sense of career options as children age. Adults in early childhood classrooms need to implement a program in which the teacher is a positive role model and children are encouraged to participate in all activities. Teachers also need to build self-esteem among children through praise that does not perpetuate traditional male and female stereotypes. To be successful, this process must include parents. Suggestions for early childhood teachers on how to integrate an inclusive curriculum involve activities in the following areas: classroom observation, personal philosophy, expectations, children's self-esteem, classroom organization, inclusion of parents in school and at home, and acquisition of professional support. (SW)

ED 374 906 PS 022 734

Irwin, Rob; And Others
Drugs: A Preventive Approach in Early Childhood. Australian Early Childhood Resource Booklets No. 4.
PUB DATE- 88
NOTE- 31p.; This booklet was funded by the National Campaign Against Drug Abuse.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Child Caregivers; *Child Health; Childhood Attitudes; *Drug Abuse; *Drug Education; *Drug Use; Early Childhood Education; Family Influence; Foreign Countries; Parent Influence; Parent Responsibility; *Prevention; Role Models; Self Esteem
IDENTIFIERS- Australia

This booklet provides a guide for adults, parents, older siblings, and caregivers to help children develop constructive attitudes about present and future drug use. The first part of the guide focuses on role models in early childhood and implications of their behavior for children's future drug use, noting that parents, family, and the community need to recognize that children will copy their behavior. The second part focuses on competence and confidence, and how self-esteem, as a defense against habitual drug use, has a high influence on young children's attitude and skill development. The third part focuses on medicines as a child's first drug, offering suggestions to parents on using and storing medicines and on when to consult a doctor. (AP)

ED 374 907 PS 022 738

Benton-Murray, Janet M.

raised money and started INDIANnet, which provides subscribers with free job announcements, information from the Federal Register and several federal agencies, research services, and free access to Internet. Despite such growing involvement, Indian people must do much more at the national and local level with regard to the national telecommunications agenda. To protect their sovereign rights, tribal institutions must ensure the nation's telecommunications policies reflect various Indian concerns including privacy of data, cost sharing, safeguarding traditional tribal beliefs and values, and encouraging Indian people to become producers of media as well as consumers. (LP)

ED 374 925 RC 019 717

Reinhold, Amy Jo
Working with Rural Communities in Nepal: Some Principles of Non-Formal Education Intervention. Action Research in Family and Early Childhood. Monograph No. 1.
SPONS. AGENCY- United Nations Educational, Scientific and Cultural Organization, Paris (France). Div. of Unesco Information Services.
PUB DATE- Sep 93
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Action Research; Adult Basic Education; *Community Development; Community Education; Females; Foreign Countries; *Literacy Education; *Nonschool Educational Programs; *Rural Education; Rural Women; Sex Role; *Womens Education
IDENTIFIERS- *Empowerment; *Nepal

This monograph describes Save The Children's Non-Formal Education (NFE) Program implemented in rural Nepal. Since the formal education of females is not a cultural priority, NFE targets women and girls. Currently, 90-95 percent of participants are female, including adult women and out-of-school girls. Enhancing and increasing literacy is the primary goal of NFE, a community-based program that couples literacy with community development. Program features include materials that are relevant to women's daily lives, and the organization of women's groups for collective action. Such groups have undertaken economic development activities; devised a system of home-based rotating child care; empowered local women economically, socially, and politically; and begun activities focused on the needs of children. Program implementation has demonstrated several principles of nonformal education intervention: (1) literacy curriculum relevant to learners' lives energizes the process of learning to read; (2) program sustainability is directly connected to community initiative and program ownership; (3) effectively reaching isolated rural areas depends on local program management, training, and monitoring; (4) an integrated approach addresses community needs more effectively and holistically; (5) raising awareness and meeting raised demands should be organizational responsibilities; and (6) child care issues must be addressed. Contains 15 references. (MNL)

ED 374 926 RC 019 739

Wittstock, Laura Waterman
Ininatig's Gift of Sugar: Traditional Native Sugarmaking. We Are Still Here: Native Americans Today Series.
PUB DATE- 93

NOTE- 70p.; This full report is summarized in CPS Brief v5 n10 April 1993, which has same title (copy appended).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- *Educational Attainment; Educational Attitudes; Educational Experience; Educational Policy; Elementary Secondary Education; *High Achievement; Higher Education; *Mexican American Education; Mexican Americans; *Parent Influence; Parent Student Relationship; Peer Influence; Student Educational Objectives; *Student Motivation; Work Ethic
IDENTIFIERS- *California; *Chicanos

This report examines factors that influenced low-income Mexican-Americans from homes with little formal education to achieve high academic status. Although over one third of students in California's public schools are Hispanic, only a small fraction of these students complete a university education. Fifty Mexican-Americans (30 men and 20 women) who had completed graduate degrees were interviewed about family background and educational experiences. Most of the subjects' parents supported their children's educational goals, set high performance standards, and helped in any way that they could. In contrast to middle-class parents, subjects' parents frequently modeled a hard-work, education-as-mobility ethic. In addition, parents told stories of wealth, prestige, and position to their children to keep their hopes alive for a better future. Subjects expressed intense motivation for achievement and a personal vow that they would not continue to live in poverty. More than two thirds of subjects thought that persistence was more important to their success than innate ability. In all cases, subjects were exposed to a high-achieving peer group against whom they could realistically test their own skills and validate their performance. In fact, almost all had extensive exposure to middle-class white students, a circumstance that helped them to move easily between cultures and to adapt to widely differing situations. Minority recruitment programs and financial aid were critical to the continued education of most subjects. Implications for educational policy in California are discussed. Includes 70 references and a summary that was published separately. (LP)

ED 374 943 RC 019 801

Gey, Fredric C.; And Others
California Latina/Latino Demographic Data Book. A Policy Research Program Report.
PUB DATE- 92
NOTE- 99p.; Some statistical graphics may not reproduce clearly. This full report is summarized in CPS Brief v5 n1 January 1993, which has same title (copy appended).
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Census Figures; Citizenship; *Demography; *Educational Attainment; Elementary Secondary Education; Employment Level; English (Second Language); Ethnic Groups; Higher Education; Housing; Immigrants; Income; Mexican American Education; *Mexican Americans; *Population Distribution; Poverty; *Socioeconomic Status; Voting
IDENTIFIERS- *California; *Latinos

This report presents demographic data on California's Latino population. Data sources include census reports from 1980 and

information superhighway for profit and limits access for rural areas. (SV)

ED 374 959 SE 053 176

Halpern, Diane F., Ed.
Enhancing Thinking Skills in the Sciences and Mathematics.
PUB DATE- 92
NOTE- 155p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Curriculum Development; Elementary Secondary Education; *Mathematics Education; *Science Education; *Science Process Skills; *Thinking Skills

The need to provide an improved science and mathematics curriculum is imperative. Over recent years cognitive psychologists and educators have responded to this need by designing instructional programs that are more compatible with our knowledge of how people acquire, use, and retain knowledge. This book contains many of the guiding principles that underlie these programs. The following chapters and authors are presented: (1) "A Cognitive Approach to Improving Thinking Skills in the Sciences and Mathematics" (Diane Halpern); (2) "The Jasper Series: An Experiment with New Ways to Enhance Mathematical Thinking" (James Van Haneghan, Linda Barron, Michael Young, Susan Williams, Nancy Vye, and John Bransford); (3) "Mathematical and Scientific Thinking in Classrooms and Other Situations" (James Greeno); (4) "Expert Knowledge and Processes of Thinking" (Robert Glaser); (5) "Enhancing Higher-Order Thinking Skills in Physics" (Jose P. Mestre, Robert J. Dufresne, William J. Gerace, Pamela T. Hardiman, and Jerold S. Tougher); (6) "Teaching of Thinking Skills in the Sciences and Mathematics," (Richard Mayer); and (7) "Cognitive Research on Thinking in Academic Science and Mathematics: Implications for Practice and Policy," (Audrey B. Champagne). (ZWH)

ED 374 960 SE 054 070

Ruopp, Richard, Ed.; And Others
LabNet: Toward A Community of Practice. Technology in Education Series.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 93
NOTE- 361p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- High Schools; Physics; Process Education; *Science Instruction; Science Programs; *Science Projects; *Student Projects; *Teaching Methods; Technology Education
IDENTIFIERS- *LabNet

Many educators advocate the use of projects in the science classroom. This document describes an effort (LabNet) that has successfully implemented a program that allows students to learn science using projects. Chapter 1, "An Introduction to LabNet" (Richard Ruopp, Megham Pfister), provides an initial framework for understanding the LabNet project. Chapter 2, "From Current Practice to Projects" (Richard Ruopp, Sarah Haavind), examines the background of the project by providing a glimpse into today's physic classroom and reviewing a brief history of project science as an idea and in practice. Chapter 3, "Shifting the Approach to Science and Teaching" (Shahaf Gal, static-non-relational (combine 5) problem. Contains 64 references. (Author/MKR)

ED 374 982 SE 054 938

Moving Beyond Myths: Revitalizing Undergraduate Mathematics.
PUB DATE- 91
NOTE- 73p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *College Mathematics; *Educational Change; Higher Education; *Mathematics Education; Two Year Colleges; Undergraduate Study
IDENTIFIERS- *Reform Efforts

Anyone who believes that educational reform is something needed only at the school level will be disabused of that notion by reading this document. This report, prepared by a committee of distinguished citizens from academia, industry, and public policy, calls for sweeping change in mathematics education at the College - University level to parallel change underway in the nation's schools. Both levels play key roles in advancing science and technology and in preparing the broader work force and quantitatively literate citizenry the country needs. Previous publications prepared by the committee are "A Challenge of Numbers," which might be reviewed as an appendix to this document, just as "Everybody Counts - A Report to the Nation on the Future of Mathematics Education" might be considered its introduction. Chapters include: The Challenge, The Myths, Behind the Myths, Facing the Myths, Moving Beyond Myths, Mathematics Beyond Myths, and Evidence and Documentation. An appendix contains Challenges for College Mathematics: An Agenda for the Next Decade, a summary of a joint report from the Association of American Colleges and the Mathematical Association of America, and lists members of: the Committee on the Mathematical Sciences in the Year 2000; the Board on Mathematical Sciences; and the Mathematical Sciences Education Board. Contains 17 references. (MKR)

ED 374 983 SE 054 939

Ortiz-Franco, Luis
Latinos and Mathematics.
PUB DATE- 29 Jan 93
NOTE- 59p.; Baseline Essay prepared for the Portland Public Schools, Portland, Oregon.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Elementary Secondary Education; *Hispanic Americans; *Mathematicians; Mathematics Education; *Number Systems; Symbolic Language
IDENTIFIERS- Historical Research; *Latin America; *Latinos

An historical perspective reveals that sophisticated mathematical activity has been going on in the Latino culture for thousands of years. This paper provides a general definition of the area of mathematics education that deals with issues of culture and mathematics (ethnomathematics) and defines what is meant by the term Latino in this essay. Discussion includes pre-Columbian mathematics (the vigesimal systems of the Olmecs and Aztecs and the decimal system of the Incas with recommendations to teachers for teaching of these systems), commentary on pre-Columbian mathematics, mathematical activity in Latin America,

(150),Reports - Research/Technical (143)
DESCRIPTORS- Analysis of Variance; *Elementary School Students; Females; Grade 6; *Heuristics; Intermediate Grades; Mathematics Instruction; *Mathematics Tests; Problem Solving; *Sex Differences; *Word Problems (Mathematics)

The majority of research investigating gender-related differences in problem-solving ability has focused on the product of word problem solving--the problem solution. This paper reports an investigation of potential gender-related effects on sixth-graders of an explicitly stated problem-solving plan. Two versions of the test were given: the formatted form, containing the seven steps of a problem-solving plan on each of the pages, with space for student work; and the unformatted form, containing only the word problems. Three classes of students (n=73) were administered the formatted test first, followed by the unformatted version. The remaining three classes of students (n=82) were administered the unformatted version first, followed by the formatted version. Females and males did equally well on both forms of a four-item problem-solving test. Students scored significantly higher on posttests that included the problem-solving plan. It was concluded that females benefited from free exploration of problem situations followed by an organized exploration. Contains 24 references. (MKR)

ED 375 006 SE 055 282

Zambo, Ron
Beliefs and Practices in Mathematics Problem Solving Instruction: K-8.
PUB DATE- Oct 94
NOTE- 24p.; Paper presented at the Annual Meeting of the School Science and Mathematics Association (Fresno, CA, October 14-16, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Elementary Education; *Elementary School Teachers; Grade 3; Grade 8; Mathematics Education; *Mathematics Teachers; Observation; *Problem Solving; Surveys; *Teacher Attitudes; Teaching Methods; *Word Problems (Mathematics)
IDENTIFIERS- Arizona; *NCTM Curriculum and Evaluation Standards

In spite of the continued focus on problem solving, American elementary and middle grades schoolchildren are perceived to be ineffective problem solvers. This paper reports the results of a survey of (n=744) kindergarten through eighth grade teachers and interviews and observations of a primary and an intermediate master teacher designed to answer the following questions: (1) What is the current nature of mathematical problem-solving instruction in Arizona K-8 classrooms, and (2) To what extent do reported classroom practices in problem-solving instruction reflect the recommendations of the National Council of Teachers of Mathematics (NCTM) and others? Survey results in the areas of instructional practices, word problem sources, student and self-assessments, problem-solving strategies, and beliefs are reported. Interview results include the topics of problem-solving instruction, definition of problem solving, use of textbooks, group work, assessment, calculators, and advice to other teachers. Three responses indicated possible misalignment with the NCTM Standards: (1) Use of manipulatives dropped off dramatically as grade level increased; (2) Teachers responded positively to students' needing to know the key word approach to problem solving; and (3) There was a discrepancy between the perceived usefulness of guide provides primary documents and discussion questions related to the themes discussed at the dinner party, which covered the national identity, popular participation in government, and the costs of public service. The documents consist of the correspondence of John Marshall to other political leaders. A list of 18 selected works offers suggestions for other primary documents on the life of John Marshall and the politics of his day. (JD)

ED 375 028 SO 024 133

Mc Whinnie, Harold J.
A Consideration of Sex Related Differences in the Spatial Abilities of Art Students.
PUB DATE- 91
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Art Education; Educational Research; Higher Education; *Sex Differences; *Spatial Ability
IDENTIFIERS- *Art Students

Data from a 1990-91 sample of professional art school students who were given The Spatial Dimensionality Test showed significant sex-related differences with higher male mean scores on spatial abilities tasks. These findings failed to replicate the 1987 data from the same sample that showed no significant sex-related differences on the same test measures of spatial abilities. This data is part of an ongoing research. (MM)

ED 375 029 SO 024 270

Brophy, Tim
Evaluation of Music Educators: Toward Defining an Appropriate Instrument.
PUB DATE- 93
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Research; Elementary Secondary Education; *Evaluation Criteria; Evaluation Research; Higher Education; Measurement Techniques; Music Education; *Music Teachers; Teacher Education; *Teacher Evaluation

This paper questions whether it is appropriate to evaluate music educators exclusively on general competencies, or whether effective music teaching involves certain teaching behaviors, characteristics, and attributes that are so significantly unique that they demand their own set of evaluative criteria. The paper reviews selected relevant research from 1989 to 1993 and discusses pertinent practical issues involved in the evaluation of public school music teachers, and synthesizes eight general areas for further development as potential criteria for music teacher evaluation. Both empirical and nonempirical evidences are studied, and attempts are made to reconcile the discontinuity that exists between evaluative criteria appropriate for all teachers and that which is appropriate for teachers of music. An appropriate evaluation instrument for in-service music teachers should include the following broad areas that would serve as defining attributes: (1) personal characteristics, as evidenced through student teacher, teacher faculty, and teacher administration interactions; (2) musical competence and performance skill, as involved in the program display more political tolerance and feel more politically effective than most adults and most other students. A second study concludes that high school students who have participated in the program demonstrate more knowledge of the history and principles of the Bill of Rights than students enrolled in high school civics and government classes using traditional textbooks. Reinforcing these research findings, the Educational Testing Service has characterized the "We the People"...program as a "great instructional success." (JD)

ED 375 048   SO 024 347

Vontz, Thomas S.
Teaching and Learning about the United States Constitution in American Secondary Schools.
PUB DATE- Aug 93
NOTE- 188p.; Master's Thesis, University of Nebraska.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Citizenship Education; *Constitutional History; Constitutional Law; *History Instruction; Instructional Materials; Law Related Education; Secondary Education; *Secondary School Curriculum; Social Studies; Teaching Methods; United States History
IDENTIFIERS- Supreme Court; *United States Constitution; *Westside Community Schools v Mergens

This master's thesis synthesizes literature on the teaching of the United States Constitution, analyzes the Supreme Court case of Westside Community Schools v. Mergens, 1990, and provides lesson plans for teaching the constitutional significance of this case. The thesis argues that because of the poor quality of textbooks and the inadequate training of teachers, the U.S. educational system is failing to inculcate basic constitutional principles in secondary school students. Greater use of technology, community resource persons, primary documents, case studies, cooperative learning, concept maps, and global perspectives are advocated. For a case study that will excite student interest, the Mergens case, which involves a recent piece of federal legislation, the Equal Access Act of 1984, that pertains directly to secondary school students is suggested. In the case, the Supreme Court upheld the right of students at Westside High School in Omaha, Nebraska to meet for Bible discussion during noninstructional time. It is essential for the successful introduction of case studies that teachers are provided with the historical and constitutional background of the case. (JD)

ED 375 049   SO 024 348

Hanna, Jack C.; Maddalena, Gracemarie.
Respect, Reflect, Resolve. Ten Anti-Violence Lessons for Use in Middle and High School. First Edition.
SPONS. AGENCY- Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.
PUB DATE- 94
NOTE- 126p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; *Conflict Resolution; Discipline; Family Violence; Foreign Policy; High Schools;

IDENTIFIERS- Smithsonian Institution

This annotated catalog of materials available from the Smithsonian Institution and its affiliate organizations, lists over 400 cross-indexed resources for classroom use. The contents are arranged as follows: An overview of the guide; catalogs and visitor guides; periodicals; resources for the arts, language arts, science, and social studies/history. Many items are free or available on loan. Appropriate grade level is indicated for materials to be used for instruction in the aforementioned subject areas. Included are a title index, a subject index, and a media index. The catalog concludes with a directory for where to order materials and order forms. (MM)

ED 375 068 SO 024 565

Perspectives on Education Reform: Arts Education as Catalyst.
SPONS. AGENCY- J. Paul Getty Trust, Santa Monica, CA.
PUB DATE- 93
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Art Education; *Educational Change; Elementary Secondary Education; Equal Education; Multicultural Education; Music Education; School Business Relationship; Technological Literacy

This collection of perspective pieces and conference notes articulates concerns addressed at the Fourth National Invitational Conference, "Achieving National Education Reform: Art Education as Catalyst" (San Francisco, California, February 4-6, 1993). Six essays include: (1) "Education Reform in and through the Arts" (Gordon M. Ambach); (2) "Understanding Cultural Diversity through Arts Education" (Vada E. Butcher); (3) "Equity and Access through Arts Education" (Michael Greene); (4) "The Language of Technology Is the Language of the Arts" (Nancy Hechinger); (5) "The Challenge from Business to Arts Education" (William H. Kolberg); and (6) "The Challenge of Political Priorities to Arts Education" (William W. Staton). Session topics summarized are: "Education Reform in and through the Arts"; "Strong Arts, Strong Schools"; "Challenges Facing Arts Education"; "The Language of Technology Is the Language of the Arts"; "Arts Education as a Catalyst to Reform"; "Arts Education Partnership Working Group"; "Art Education's Value in Interdisciplinary Learning"; "Education Reform and Assessment in the Arts"; Understanding Cultural Diversity through Arts Education"; and "Equity and Access through Arts Education." A conference summation, final words, a discussion of the recommendations of the arts education partnership working group, and a list of the advisory committee conclude the work. (MM)

ED 375 069 SO 024 566

Perkins, David N.
The Intelligent Eye: Learning To Think by Looking at Art. Occasional Paper 4.
SPONS. AGENCY- J. Paul Getty Trust, Santa Monica, CA.
PUB DATE- 94
NOTE- 111p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

*Homophobia; *Homosexuality; *Males; Parent Attitudes; Primary Education; *Sex Role; Social Attitudes; *Social Bias; Teacher Characteristics; *Teacher Student Relationship
IDENTIFIERS- *Homosexual Teachers; Pedophilia

The caring and nurturing of children, which characterize primary education culture, have tended to shape a public perception of primary teaching as "women's work." Several social factors influence men's underrepresentation in the profession of primary education, such as parents not wanting their children exposed to "soft" males. Male primary teachers are characterized as "feminine," "homosexual," and "pedophile," and these characterizations control the number of men who choose to enter primary education and manipulate those men who do teach young children. Some gay primary teachers feel compelled to monitor themselves carefully because of other educators' and parents' beliefs that social contact with homosexuals is harmful for children. Such self-censoring preempts caring relationships with students. The use of touch in classrooms is very suspect as a behavior and also requires self-monitoring. Feeling paranoid about their sexual orientation, gay and lesbian teachers have adopted coping strategies that reduce their effectiveness as teachers. Social constructions that have worked against males teaching in early grades can also be found in the implicit but pervasive relationship that has been drawn between primary male teachers and pedophiles, a relationship not supported by data. Bullying and excluding gay males who may provide nurturing and caring in ways that are especially productive for young children are clearly inappropriate. (Contains 27 references.) (JDD)

ED 375 087 SP 035 449

Bright, George W.; Vacc, Nancy Nesbitt
Changes in Undergraduate Preservice Teachers' Beliefs during an Elementary Teacher-Certification Program.
PUB DATE- 8 Apr 94
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-10, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Processes; Constructivism (Learning); Elementary Education; Elementary School Mathematics; Higher Education; *Instructional Effectiveness; *Mathematics Education; Mathematics Instruction; *Methods Courses; Preservice Teacher Education; Problem Solving; Student Role; Student Teachers; Student Teaching; Teacher Attitudes; *Teacher Effectiveness; Teacher Role; Teaching Methods; Transfer of Training; Undergraduate Study
IDENTIFIERS- *Cognitively Guided Instruction; Preservice Teachers; Professional Development Schools; University of North Carolina Greensboro

This study examined whether inclusion of cognitively guided instruction (CGI) in a mathematics methods course for 34 undergraduate preservice teachers at the University of North Carolina at Greensboro would improve their teaching performance, compared to controls. The Beliefs Survey, with four subscales (Role of the Learner, Relationship between Skills and Understanding, Sequencing of Topics, and Role of the Teacher) was administered four times. The mathematics methods course occurred between the second and third administrations, and student teaching occurred between the third and fourth references.) (IAH)

ED 375 104   SP 035 481

Minstrell, Jim; Stimpson, Virginia
Creating an Environment for Restructuring Understanding and Reasoning.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 93
NOTE- 25p.; Paper presented at the Conference on Curriculum and Assessment Reform in Education (Boulder, CO, June 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cognitive Structures; *Constructivism (Learning); Elementary School Teachers; Elementary Secondary Education; *Perspective Taking; Prior Learning; *Science Instruction; Secondary School Teachers; Student Attitudes; Teacher Attitudes; *Teacher Student Relationship; *Teaching Methods
IDENTIFIERS- *Reform Efforts; Vignettes

This paper attempts to create a vision of what it would be like to teach for understanding, to adopt the view of learner as constructor of his or her own understanding, and to share in the creation of an environment for reconstructing students' understanding and reasoning. Such a program is based on assumptions about the cognition of learners, aspects of curriculum, teaching strategies, and assessment consistent with these assumptions. The paper begins with a fictional story based on reform in science classroom teaching. Statements and questions provided by students are consistent with actual statements made by students as they attempted to negotiate meaning from their experiences in and out of the classroom. The vignette provides a vision of what it might look like when focus is on teaching for understanding, on helping students reconstruct their understanding and reasoning from prior ideas and experiences and from new experiences directly related to their initial ideas. Teachers who have incorporated ideas discussed in this paper have found significant change in their students' understanding and reasoning; the teachers themselves have felt revitalized with regard to their own teaching and learning. Some concerns expressed include resistance of students who believe that teachers should be imparters of information and demonstrators. Also, even when the approach is perceived as valid, it can be difficult to implement if a teacher is working alone. The conclusion is that the benefits far outweigh the costs. A discussion of the benefits and concerns derived from the teaching for understanding perspective completes the document. (LL)

ED 375 105   SP 035 482

Newcombe, L 'en
Mentoring Programs for New Teachers.
SPONS. AGENCY- Delaware State Dept. of Public Instruction, Dover.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 88
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Beginning Teacher Induction; Elementary School

study methodology, the transitions of three cohorts (N=38) of participants in a teacher education program specifically designed for second career teachers and two cohorts (N=12) in a program designed to serve both second career and traditional entry teachers were studied. The data from the cohorts, separately and as a whole, indicate that a model of supervision combining institutional opportunities for dialogue between the second career teacher and his or her supervisor with weekly forums for peer exchange facilitated by a supervisor, was most effective in addressing the concerns of second career teachers. This approach helped them to bridge theory and practice by identifying, adapting, and utilizing their own strengths, and supporting their sense of agency. Findings of the study support a social constructivist approach to teacher education by documenting the relationship between the knowledge and experience individuals bring to the field and the ways in which a dialogical approach to supervision can facilitate the extension and application of this knowledge base to the realities of school. (Contains 35 references.) (Author/LL)

ED 375 123 SP 035 502

Kon, Jane Heckley
The Thud at the Classroom Door: Teachers' Curriculum Decision Making in Response to a New Textbook. Draft.
PUB DATE- Mar 94
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Decision Making; *Elementary School Curriculum; Grade 5; *Instructional Development; Instructional Materials; Intermediate Grades; *Social Studies; Teacher Attitudes; Teaching Guides; Teaching Methods; Textbook Research; *Textbooks
IDENTIFIERS- California

This study, based on interviews and classroom observation, evaluates what seven fifth-grade teachers in California did one autumn when a controversial new state-approved social studies textbook arrived at their doors. By tracking the teachers' daily curriculum decisions for social studies during the first few months following receipt of the textbook, the study examined if and how the new textbook really mattered in their instructional choices. Analysis is focused on five categories of factors: (1) teachers' educational experiences and professional affiliations; (2) their normative views about the goals of social studies education; (3) their evaluation of the needs and abilities of their students; (4) characteristics of their schools and classrooms; and (5) daily relationships between teacher and students within a class. The study concluded that individual differences among teachers make a significant impact on how the teachers respond to external changes such as the arrival of a new text. Teachers who viewed the textbook as their primary resource used the textbook to structure their planning, but others did not. Reformers' hopes that a new textbook written to the specifications of a new curriculum framework would lead directly to improvement in the quality of the social studies curriculum may be ill-founded. (Contains 32 references.) (JDD)

ED 375 124 SP 035 505

to science. These students expressed concern about their ability to learn science and to become effective teachers of science in primary schools. The hypothesis tested was that science teaching self-efficacy can be enhanced through rational evaluation of beliefs about science and by experiencing success in science. The program consisted of a range of intervention strategies based on counselling procedures in which matched groups of students were guided in the self-identification and modification of negative affective states and cognitive distortions with regard to science learning and teaching. The intervention strategies were designed to foster a positive sense of science teaching self-efficacy through a greater awareness of successful learning and thinking in science. The study combined both qualitative and quantitative data which when analyzed and reconciled revealed that students with strong negative experiences in science can develop more positive levels of self-efficacy. However, these changes may occur more as a consequence of the teaching strategies adopted than through counselling. (Contains 45 references.) (Author/LL)

ED 375 142   SP 035 555

Fogarty, Merv; Yarrow, Allan
Pre-Service Teacher Stress and the Practicum: An Action Research Project.
PUB DATE- Jul 94
NOTE- 18p.; Paper presented at the Annual Meeting of the Australian Teacher Education Association (Brisbane, Queensland, Australia, July 3-6, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Action Research; *Change Strategies; Elementary Secondary Education; Foreign Countries; Higher Education; Preservice Teacher Education; Program Improvement; *Strategic Planning; *Stress Management; Student Teachers; *Student Teaching; *Teacher Education Programs; Teaching Conditions
IDENTIFIERS- Australia; Preservice Teachers

Having completed a study on the causes of stress affecting teacher education students during practice teaching, some members of the team who conducted the project wanted to ensure that the findings made some difference to the lives of students. Therefore, an action research approach was adopted to develop strategies aimed at lessening the stress experienced by the students. The plan containing the following steps--identify the problem, investigate the problem, evaluate data, list possible actions, predict outcomes, select best action, implement action, and evaluate action--was chosen to achieve this aim. It was decided that the research study had already completed the first three steps of this process and so the listing of possible actions became the starting point for the action plan. The researchers concentrated on the 10 most potent and frequently occurring stressors. At a series of meetings, possible actions were listed, outcomes of these were predicted, and the most desirable actions were chosen. The plan was then implemented, evaluated, and refined. Results of the first cycle of the action research project were encouraging and suggested that the plan, with refinements, was worthy of continuing. (Contains 16 references.) (Author/LL)

ED 375 143   SP 035 560

Williams, Don

position which emphasizes the status quo, harmony and the social order and views conflict as transient and pathological, emerged from the CAPP program in various statements and actions of the CAPP director who recommended across-the-board cuts in proposed budget scenarios. The radical structuralist view targets attention on conflict and contradiction and were expressed by other CAPP participants who saw continued program reductions as changing the essential nature of the CAPP program. These individuals advocated radical program change rather than reductions. Overall, both perspectives illuminate and expand understanding of value-laden decisions revolving around the retrenchment response. An appendix lists key acronyms. Contains 16 references. (JB)

ED 374 697   HE 027 699

Quinn, Jennifer Woods
Faculty Perceptions of a Teaching Norm at Five Institutions.
PUB DATE- 8 Apr 94
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Behavior Standards; *College Faculty; *College Instruction; Community Colleges; *Diversity (Institutional); *Faculty Development; Higher Education; Liberal Arts; Norms; Policy Analysis; Private Colleges; Research Universities; *School Policy; Teacher Attitudes

This study sought to identify a norm for teaching development at five different higher education institutions. Identifying institutional norms is important because much of individual behavior in an institution is governed by such norms. Faculty (N=145) at five institutions (a community college district, two liberal arts colleges, a comprehensive university, and a research university) completed a survey about the teaching expectations they perceive from their respective institutions. A perceived norm for teaching development existed at only one of the liberal arts colleges. Examination of the policies at the five institutions revealed that the one institution that exhibited a teaching development norm was also the institution with the strongest policies supportive of the teaching role. Analysis and scoring of institutions on their policies found that only the liberal arts colleges had hiring policies that required a teaching demonstration during the interview process; that two institutions weighed teaching heavily in the tenure granting process; and that all but the urban liberal arts institutions had teaching development activities in place. Results suggest that teaching norms are closely associated with institutional type, but institutional type does not completely explain the differences in teaching norms. (Contains 30 references.) (Author/JB)

university's 168 faculty members were asked to rate the degree to which each goal is being met, rate the degree to which each goal should be met, and indicate the relative importance of each goal. Overall rankings and rankings according to faculty affiliation (schools of engineering, social sciences, humanities, or business administration) are presented. The study weighted each of the three criteria to determine the "weighted need" or importance of each goal, combining the discrepancy between "is" and "should be" with the relative importance of the goal. Through this method it found that the most important individual goals were the conduct of basic and applied research and contribution to the general advancement of knowledge. By combining the goals into 10 related categories, it found that research-related goals were classified as most important, followed by academic goals, student personal development and learning commitment, and academic-organizational climate. The least important categories were extracurricular and the professional development of students. (Contains 30 references.) (MDM)

Countries; Grade Point Average; Higher Education; Prediction; *Predictive Measurement; Predictor Variables; Research Methodology; Secondary Education; Statistical Analysis; Undergraduate Study
IDENTIFIERS- Spain; *University of the Basque Country (Spain)

This study examined the predictive factors of demand for degrees and academic performance at the University of the Basque Country (Spain). The study followed two cohorts of university students from secondary education to the completion of the third year of higher education. The data analyzed included secondary school qualifications, selectivity and registration, and completion of the third year. At the first stage bivariate descriptive analysis was carried out. Once the variables with greater predictive strength had been selected, the relationships among variables were analyzed through multivariate procedures. Data were displayed using a graphic representation in factorial planes of the different kinds of variables to facilitate comprehension and direct and global insight on the main aspects. With regard to the demand for various types of degrees the study found that employment status of the student's father and the student's previous academic performance were the strongest predictive factors. For predicting academic performance in higher education, previous performance in secondary school was the strongest predictor variable. Six figures show data and findings distributions. Contains 20 references. (JB) institutions are classified according to the highest level of degree conferred, and a new category is introduced--tribal colleges and universities. A foreword by Ernest L. Boyer reveals trends in higher education as indicated by changes in the classification. Preliminary figures and tables offer data on percentage of institutions within each classification area, enrollment by type of institution, and changes in enrollment over time. Part I then lists public and private institutions by state within the following classification areas: research universities (levels I and II); doctoral universities (levels I and II); master's (comprehensive) colleges and universities (levels I and II); baccalaureate (liberal arts) colleges I; baccalaureate colleges II; associate of arts colleges; and specialized institutions (religion and theology, medical, other health professions, engineering and technology, business and management, art, music, design, law, teachers colleges, and tribal colleges and universities). An index lists institutions alphabetically, along with their respective classifications. (JDD)

found beneficial and stimulating that they were not evaluated and could use and manipulate their knowledge of geology in an atmosphere of freedom and flexibility. In the quantitative study made from the teacher's point of view, dependent variables included mean score on the geology content achievement and art jurors' evaluations of the student artwork. Results showed a significant difference between mean scores on the laboratory grade and the course grade for the experimental and control groups. Jurors' evaluations correlated with the order of creating the subsequent science-related computer art graphics. Results suggest that the adoption of computer art graphics integration with science instruction provides opportunities for increasing students' understanding of scientific concepts, improves their performances in science, and enhances their artistic production. (Contains 15 references.) (JLB)

ED 374 774 IR 016 814

Brummelhuis, Alfons ten
What Do Students Know about Computers and Where Did They Learn It? Results from an International Comparative Survey.
PUB DATE- Apr 94
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; *Computer Attitudes; *Computer Literacy; Educational Technology; Elementary Secondary Education; Foreign Countries; Futures (of Society); Information Technology; Questionnaires; *Student Attitudes
IDENTIFIERS- International Surveys; Netherlands (Enschede)

The purpose of this study was to determine if there are cross-national factors that account for students' computer know-how. The data used in the study were collected in the International Association for the Evaluation of Educational Achievement study on computers in education. In 1992, data were collected in seven different countries about the use of computers in elementary and secondary schools. A questionnaire was used to determine attitude scales, computer use at home, and scores on the Functional Information Technology Test (FITT) by students. Teachers were asked to indicate whether the subject matter covered in each item of the FITT was taught before the testing. The FITT consisted of 30 multiple choice items designed to measure the general practical knowledge and skills students will need to use information technology. Results showed that, in all countries, the average level of achievement differs across schools. Conclusions drawn from the analyses are that schools, student attitudes towards information technology, gender, and home background are meaningful factors in understanding differences in student achievement on functional information technology. (JLB)

DESCRIPTORS- Cable Television; *Class Activities; *Current Events; Discussion (Teaching Technique); *Educational Television; Elementary Secondary Education; *News Media; *Programming (Broadcast); *Social Studies
IDENTIFIERS- Cable News Network; *CNN Newsroom

These classroom guides for the daily CNN (Cable News Network) Newsroom broadcasts for the month of March provide program rundowns, suggestions for class activities and discussion, student handouts, and a list of related news terms. Topics covered by the guides include: (1) Bophuthatswana, Best Quest, language immersion, Bosnia diaries, Nepal, Japanese bowling, sport terminology, South Africa, education in Nicaragua, rent-to-own, peace in the Middle East, sign language and gorillas, Space Shuttle Columbia, careers, and monks and music (March 14-18); (2) Bosnia, Junior Achievement in Gambia, careers, satellites, empty churches in Britain, information superhighway, Italian elections, business ownership, assassination of Mexican presidential candidate, lake simulator, resurgence of poetry, and employment interviews (March 21-25); (3) smoking, AnimAction, endangered orangutans, telecommuting, violence in South Africa, women in Russia, children's soccer, unemployment in France, Bosnia, Whitewater investigation, female weightlifting, and weather (March 28-31). (JLB)

1988 by the National Center for Education Statistics (NCES) through the Federal-State Cooperative System for Public Library Data (FSCS). The survey collects identifying information and basic data on public libraries (8946 in 1992) and their outlets in the United States; identifying information on library entities that provide public library services but do not meet the definition of a public library, (i.e., state library agencies, and systems, federations, and cooperative services); selected data on state library outlets; and a few data items on characteristics of the state data submission. The survey collects 33 basic data items and 11 identifying items on public libraries. Five files were generated from the survey: (1) the Public Library Data file; (2) the Public Library Outlet file; (3) the Public Library State Summary/State Characteristics File; (4) the Administrative Entities Only/State Libraries File; and (5) the State Library Outlet file. Included in the database documentation are a survey summary; file description; and record layouts. The appendixes include: the survey methodology; guidelines for processing the files; data entry screens; and data element definitions and instructions. (Author/JLB) and 1992 transfers is reviewed, indicating that 70% of the DVC students who applied to UC in fall 1992 were admitted, compared to 72% for all California community colleges; most of DVC's transfers were to UC Davis and Berkeley; of the DVC students who were admitted to a UC school, 231 were female, 245 were male, 8 were African-American, 88 were Asian, 37 were Hispanic, and 18 were Filipino; and compared to proportions in enrollments and DVC's service region in 1989, a smaller number of African-Americans transferred to UC in 1992 than might be expected, while larger than expected numbers of Asians, Hispanics, and Filipinos did so. Data generated by the CSU for 1992-93 are then reviewed, indicating that DVC transferred 37 African-American, 58 Hispanic, and 90 Asian students to CSU in 1992, and that based on 1989 enrollments a larger number of African-Americans transferred to CSU than expected, while smaller than expected numbers of Hispanic and White students did so. Finally, data from the CSCC are outlined, showing that DVC had a transfer rate of 42% for fall 1992, compared to 22% for all the 61 colleges participating in the CSCC study. (KP) community college services: student access, student success, student satisfaction, staff composition, and fiscal condition. The overall intent of this reform is to improve teaching and learning at community colleges. Uses for accountability reform include public relations; inter-college and district comparisons; program review and evaluation; campus budgets; and monitoring local indicators. The literature suggests that currently designed reform measures may not reach these intended goals. To increase the likelihood of successful implementation, institutional assessment should be driven by teaching and learning goals, and indicators should include more than outcomes-only data. Outcomes indicators might best be composite indicators comprised of collegiate context, student characteristics, process, and environmental variables measured longitudinally. The proposed model for accountability uses indicators not as barometers of effectiveness, but indicative of the conditions that facilitate positive change. Contains 15 references. (KP)

*Program Effectiveness; Program Evaluation; *School Orientation; *Student Personnel Services; Study Skills; Two Year Colleges
IDENTIFIERS- *Class Length

At DeKalb College in Clarkston, Georgia, freshman orientation classes are conducted by the counseling and student personnel staff who present information about career planning, study skills, student activities, college regulation, student seminars, drugs, program planning, and library seminars. Classes meet for 10 hours per quarter. During summer quarter, beginning freshmen were given the option of attending 5 hours of summer orientation sessions with the fall quarter orientation last 5, rather than the traditional 10 weeks. A study was conducted to determine whether the needs of students were satisfied by the orientation classes, and if there were differences between the evaluations of freshmen in the 5-week classes as compared to those in the 10-week classes. Approximately 1,300 freshmen evaluated the classes at the final class session. In general, student evaluations of the 5-week sections were more positive than evaluations of the 10-week sections. For example, 91.5% of the freshmen in the 5-week course felt that the program planning session was essential or very important for the beginning freshmen, while 71.5% of the freshmen in the 10-week classes felt the same. The career planning sessions were considered essential or very important by 70.8% of the 5-week sample and 56.4% of the 10-week sample. Drug information and study skills sessions appeared to be the least effective. (KP)

of the Family. (MDM)

ED 374 887   PS 022 627

Etemad, Marguerite E.
The Role of Kinesthetics in Learning: The Importance of Active Engagement and the Connected Process of Reflection.
PUB DATE- May 94
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Development; Cognitive Processes; *Cognitive Style; *Elementary School Students; *Kinesthetic Methods; Language Arts; Learning Activities; Primary Education; Teaching Methods; *Thinking Skills
IDENTIFIERS- Active Learning

A study examined the effect of a kinesthetic component in instruction on the performances of 16 5- and 6-year-old public school students on a cognitive development test. Eight boys and eight girls were randomly selected and assigned in equal numbers to a treatment group and a control group. The kinesthetic elements consisted of drawing, coloring, making a collage, using pantomime, dramatization, acting out action words, rhythm clapping, and sculpting with clay. It was hypothesized that a kinesthetic form of active engagement would lead to stronger cognitive development. A series of five language arts lessons were taught. The treatment group's lessons included a kinesthetic element. The goals for the five lessons were to help both groups to learn (1) story structure, (2) new concepts through building vocabulary, and (3) the concepts of synonyms and antonyms. Both groups used the same format. The TONI-2 Test of Nonverbal Intelligence: A Language-Free Measure of Cognitive Ability was administered individually to all subjects before and after the series of lessons. The results indicated no statistically significant difference between the two groups. However, there was a slight improvement of cognitive skills when the kinesthetic element was present. Contains 28 references. (WP)

Increasing the Growth in Prosocial, Nonviolent, Problem-Solving Skills of Kindergarten Students through Conflict Resolution Skills.

PUB DATE- 94
NOTE- 64p.; Ed.D. Practicum Report, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Aggression; *Behavior Problems; *Conflict Resolution; *Interpersonal Competence; Kindergarten; *Kindergarten Children; Primary Education; Problem Solving; Program Effectiveness; Prosocial Behavior; *Social Cognition; Social Influences; Student Behavior; Teaching Methods

A practicum was conducted at a small, private elementary school to introduce strategies that would reduce kindergarten classroom disruptions and playground disturbances due to fighting, verbal confrontations, and disregard for authority and rules. A survey conducted at the school revealed that kindergarten teachers handled a daily average of 10 disruptions in their classroom without making referrals to the administration. Causes of the problem were identified by observations, interviews with staff, daily checklists, and the teacher survey, indicating that the lack of nonviolent problem-solving skills was a major contributor to the frequency of classroom disruptions. A four-step method of conflict resolution was used, along with open-ended stories, art, music, and role play, to teach children to identify their emotions and settle conflict situations nonviolently. Choices of appropriate methods of problem evaluation, recognition of emotions, and acceptance of responsibility for actions were sequentially presented using small- and large-group interaction and role playing. The study population consisted of 25 kindergarten students. Results of a post-intervention teacher survey revealed a positive trend toward the reduction in the number of disruptive incidents requiring teacher intervention, as well as an increase in the number of incidents children were able to resolve successfully on their own. (AC)

NOTE- 48p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Books (010)
DESCRIPTORS- *American Indian Culture; Camping; Childrens Literature; *Chippewa (Tribe); *Cultural Activities; Cultural Education; Elementary Education; Field Trips; Instructional Materials; *Outdoor Education; Trees
IDENTIFIERS- *Maple Sugar; Minnesota

This book describes the traditional method of making maple syrup and maple sugar as practiced by the Anishinabe people in Minnesota. It begins with the Ojibway story of Ininatig "the man tree" and how Native Americans have relied on the sugar maple tree for food. It then tells how an Anishinabe man named Porky White continues his people's traditions by teaching students to tap trees and make maple sugar. Each spring, hundreds of children from schools in the Minneapolis area come to his sugar bush camp to learn about sugar making. Friends and family live at the camp during the 2-3 weeks of sugar making. Porky tells traditional stories and remembers his boyhood when birch bark, rather than plastic, containers were used. Respect and thankfulness for the trees is a theme that is present throughout the book. Includes many color photographs, a word list, and recommended further reading list. (TD)

1990; the 1990 Annual Demographic File; the 1990 and 1988 Voter Supplements; and the 1988 Fertility, Birth Expectation, and Immigration Study. The report includes the following information: (1) general demographic statistics regarding Latinos in California and the United States, including the number and proportion of Latinos within the California population and cross-tabulations by age and gender, as well as cross-tabulations by both race and Latino ethnicity; (2) geographic distribution and living arrangements of California Latinos, including where Latinos live within the state on both a county and city level, whether they rent or own, and size and type of household; (3) educational attainment of California's Latino population (overall, for Latino subgroups, and in comparison with other racial and ethnic groups), including statistics for current school enrollment, language skills, and primary language spoken at home; (4) economic variables such as occupation, employment, income, and poverty rates, with details on unskilled workers and farm laborers; (5) comparisons between citizen and noncitizen Latinos and citizens of other racial groups on variables such as age, gender, education, occupation, housing tenure, and area of residence; (6) voter registration; and (7) comparisons among immigrant populations in Latino and non-Latino racial categories. Includes numerous tables and a summary that was published separately. (LP)

Greg Lockett, Mary Ethel Parrott), presents evaluation results from LabNet. Chapter 4, "Support and Leadership in a Community of Practice" (Shahaf Gal), portrays LabNet teachers' involvement in their community. Chapter 5, "Design for a Science Network" (Brian Drayton), asks the question: Given what we now know from the LabNet experience, how should a telecommunication network be designed to serve science teachers? Chapter 6, "Reflections on Project-Enhanced Science Learning-Teachers," is a collection of seven essays by teachers. Chapter 7, "Reflections on Project-Enhanced Science Learning-TERC Staff," presents seven essays that contrast science which students see with the science of the scientist. Chapter 8, "Agenda for an Uncertain Future (Richard Ruopp), ties together threads that weave throughout this book. Appendixes include a collaborative evaluation conducted on a network, a teacher questionnaire and summaries of big idea grants. (ZWH)

ED 374 961 SE 054 574

Rogers, Diana, Ed.
Nature's for ME. Preschool Environmental and Recycling Activity Guide for Teachers and Parents.
PUB DATE- 94
NOTE- 54p.; Large poster insert not included in ERIC copy.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Enrichment Activities; Environmental Education; *Outdoor Activities; Preschool Education; *Recycling; Resource Materials; Teaching Guides
IDENTIFIERS- *Environmental Attitudes; *Environmental Concepts

Environmental attitudes and behaviors established during the preschool years provide the basis for a lifetime of responsible actions. Each activity in this guide is designed to stand alone and have been arranged by key experiences (classification, number concepts, representation, seriation, spatial relations, and time) and by environmental topics (basic survival needs, change, conservation, evidence of wildlife, habitat, and recycling/litter prevention). Each activity includes a statement of the instructional objective; a brief description of the method used; background information for the teacher; a list of materials needed; procedures for each section; ways to evaluate student learning; indication of recommended age level, key experiences, setting (outdoors or indoors) and key vocabulary; extensions to reinforce the major activity; and teaching aids. Appendices include a list of agencies and organizations which may be helpful to teachers who use the activities and a glossary of terms for use by the teacher. (MKR) and Latino mathematicians in the United States. Contains 34 references. (MKR)

ED 374 984 SE 054 940

Mitchell, Mathew
Enhancing Situational Interest in the Mathematics Classroom.
PUB DATE- 5 Apr 94
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; Diagrams; Environmental Education; Grade 9; Higher Education; High Schools; *High School Students; Interest Research; *Mathematics Instruction; Models; *Student Interests; Student Motivation

Interest may be conceptualized as a variable which affects both motivational and cognitive activity. The purpose of this study was to systematically apply a theoretical model of interest to a classroom setting and explore whether students' interest in mathematics could be increased. The theoretical model of interest is presented and followed by the rationale used for developing the interest treatment. A study of (n=15) college students (Study 1) and (n=68) high school freshmen (Study 2) was conducted using a curriculum developed for the study called Mathematics of the Environment (MOE). In the MOE experience, students work in groups to assess the environmental health of selected world countries. The final student outcome is to find and propose a solution for resolving environmental problems in their chosen nation. An interest survey was given at the beginning and end of Study 1 and at the end of Study 2. The results of the studies were mixed. Study 1 indicated great success of the curriculum in enhancing students' motivation towards the subject, but Study 2 indicated no difference between students' attitudes in the MOE classroom relative to student attitudes in other mathematics classrooms taught by other master teachers. Two differences in the two studies were the teachers and the age of the students. Contains 30 references. (MKR) calculators and the actual use of calculators. (MKR)

ED 375 007 SE 055 306

Mathematics and Science Course-Taking Patterns. Indicator of the Month.
PUB DATE- Sep 94
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Algebra; Biology; Calculus; Chemistry; *Enrollment Trends; Geometry; *High School Graduates; High Schools; *Mathematics Curriculum; Mathematics Education; Physics; Science Curriculum; Science Education; Trigonometry

This issue of "Indicator of the Month" lists percentages of high school graduates taking selected mathematics and science courses in high school in 1982, 1987, 1990, and 1992. Findings include: (1) High school graduates in 1992 were more likely to take mathematics courses at the level of algebra I or higher and most science courses at the level of biology or higher than their counterparts in 1982; (2) The percentage of high school graduates who took algebra II and geometry and the percentage who took biology and chemistry increased 6 percentage points from 1990 to 1992 (to 50 and 54 percent, respectively); (3) The percentage of high school graduates who had taken remedial mathematics declined from 33 percent in 1982 to 17 percent in 1992; and (4) A larger percentage of graduates, both male and female, earned credit in biology, chemistry, and physics than their 1982 counterparts; similar percentages of males and females earned credit in biology and chemistry in 1982 and 1992; however, males were consistently more likely than females to earn credit in physics. (MKR) evidenced when teaching a lesson; (3) effective use of nonverbal strategies, such as modeling and demonstrating; (4) effective use of verbal strategies, such as eliciting performance from students; (5) classroom management, including discipline, group participation, and the creation of a positive learning environment; (6) effective planning for concept learning and aesthetic appreciation across a wide age span; (7) an objective assessment of teaching style based on empirically supported criteria; and (8) relevant and appropriate professional development activities. Contains 10 references. (DK)

Instructional Materials; Intermediate Grades; Junior High Schools; *Law Related Education; Middle Schools; Peace; Politics; Sexual Harassment; Social Studies; Teaching Guides; Teaching Methods; *Violence
IDENTIFIERS- *Mediation

This teacher's guide provides 10 interactive lesson plans to educate youth about the consequences of violence. The lessons explore the different kinds of violence in society, conflict resolution through mediation, the behaviors that constitute sexual harassment, statistics on violence, ways to avoid domestic violence and the use of deadly force, the impact of television violence, sentencing enhancement statutes for gang activity, non-violent theories of social change, the problems facing minorities in Germany, and foreign policy alternatives to ethnic violence, civil wars, and genocide. The teaching strategies challenge students to solve problems peaceably through mediation and creative thinking. Beginning with the premises that respect is an unalienable right and that disrespect has no place in a democracy, the first priority of this curriculum is to foster respect for the inherent worth of all human beings. Once respect is established, the second step to avoiding violence is to reflect, to have the courage to think and to act clearly. Resolution, the third step, implies choosing an alternative that will allow everyone to walk away from a conflict with their worth as an individual intact. The book provides handouts to supplement mediation exercises, suggestions for resource persons, and guidelines for implementing a mediation program. (JD)

DESCRIPTORS- Art Appreciation; *Art Criticism; *Critical
  Thinking; Discipline Based Art Education; Intellectual
  Development; Thinking Skills
IDENTIFIERS- *Harvard Project Zero

The characteristics necessary to looking at art thoughtfully also characterize reflective thinking. Reflective thinking directs and manages experiential thinking. Reflective art viewing counters negative thinking dispositions of hasty, narrow, fuzzy, and sprawling thought by cultivating four habits: (1) taking time to look; (2) looking and thinking broadly; (3) thinking clearly and deeply; and (4) organizing thinking and looking. These strategies produce sound thought processes. (MM)

ED 375 070   SO 024 567

Yakel, Norman C., Ed.
The Future: Challenge of Change.
PUB DATE- 92
NOTE- 185p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
  (141),Collected Works - General (020)
DESCRIPTORS- Aesthetic Education; Art Criticism; *Art Education;
  Art History; Cultural Enrichment; Economic Change; Economic
  Impact; Educational Philosophy; Elementary Secondary Education;
  *Futures (of Society); Higher Education; Science and Society;
  *Teacher Education; Technological Literacy

This anthology addresses the effects of future national and international change upon education. Contributing authors: (1) refer to preparation of art educators for the 21st Century; (2) examine content, methods, theories, and goals of art education; (3) question past and present values and beliefs; and (4) look to new directions for art education. The 10 articles include: (1) "Becoming an Art Educator: An Historical Perspective on Higher Education" (Mary Ann Stankiewicz); (2) "Educating Future Teachers of Art: The Role of Educational Philosophy" (George Geahigan); (3) "Aesthetics and Politics in Education" (Michael W. Apple); (4) "The Contribution of Arts Education to National Income...the Pattern Which Sells the Things" (Harry Hillman Chartrand); (5) "Postmodernism and the Challenge of Content: Teaching Teachers of Art for the Twenty-First Century" (Brent Wilson); (6) "Open the Window to the 21st Century by Chancing a Romance with Contemporary Media Forms: A Challenge for the Arts in Higher Education" (Richard L. Loveless); (7) "Artist or Teacher: A Time of Reckoning" (Phyllis J. Kozlowski); (8) "Art is about Everything: On Educating the Teacher of Art" (Kenneth Marantz); (9) "Teacher Education of Arts Educators: Stepping into the Future" (Marlene M. Taylor); and (10) "On the Other Side: The Arts and the Curriculum" (Malcolm Ross). (MM)

administrations. The survey revealed that preservice teachers in both cohorts changed beliefs to a more constructivist orientation to teaching mathematics during their professional program of study. In both cohorts, the greatest change in beliefs occurred during the semester in which the mathematics methods course was taught, suggesting that dealing explicitly with mathematics pedagogy influences preservice teachers' thinking about teaching and learning mathematics. The beliefs of the CGI cohort continued to change fairly dramatically during the student teaching semester while the beliefs of the non-CGI cohort did not. In response to open-ended questions, preservice teachers acknowledged the need for teachers to know what children were thinking. There were few suggestions from either cohort on how CGI should be actualized in instruction. Implications for teacher preparation are offered. (Contains 28 references.) (JDD)

Teachers; Elementary Secondary Education; Inservice Teacher Education; Literature Reviews; *Mentors; Participant Characteristics; *Program Attitudes; *Program Design; *Program Development; *Program Implementation; Role Perception; Secondary School Teachers
IDENTIFIERS- *Protege Mentor Relationship

This paper provides background information from the professional literature related to teacher mentoring programs. It is organized into four sections. The first section, "Mentoring Rationale" discusses the need for new teacher support, the success of mentoring as a useful induction strategy, and benefits to participants. Section two, "The Knowledge Base--Using Information on Mentoring" describes the concept of mentoring, the findings from research in adult development, business, and education, and the unique quality of mentoring in schools. The third section "The Critical Factors--Conditions Fostering Program Success" deals with the selection of mentors, matching mentor-new teacher pairs, roles for mentors, training for mentors, a supportive environment, and realistic program expectations. Section four, "The Mentoring Program--Determining Roles and Activities" focuses on mentoring in practice, shared roles and responsibilities, and program development. Among the recommendations are that educators consider the implications of the literature in planning statewide mentoring programs and that school districts initiate a pilot mentoring program before adopting one districtwide. (Contains 50 references.) (LL)

Lampe, Judith R.
Multiethnic Cultural Perceptions and Attitudes of Teacher Education Students.
PUB DATE- Jan 94
NOTE- 22p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (San Antonio, TX, January 27-29, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Attitude Change; Case Studies; *Cross Cultural Training; *Cultural Awareness; Cultural Pluralism; Education Courses; Elementary Secondary Education; Higher Education; *Multicultural Education; Nontraditional Students; *Seminars; *Student Attitudes; Teacher Education; Teacher Education Curriculum; White Students
IDENTIFIERS- *Preservice Teachers

Many teacher educators share the concern that preservice teachers on predominantly white campuses are inadequately prepared to teach effectively in a culturally pluralistic society. This descriptive, exploratory study examined the experiences, observations, and reflections of 10 nontraditional, post-baccalaureate students seeking teacher certification and/or a teaching degree. Results are reported in narrative, case study form with excerpts from student writings. The intervention of a multicultural education course provided an important first step towards preparing future educators for the classroom. Following this intervention, students became more aware and sensitized to the needs of others as well as more accepting and open-minded concerning ethnic diversities. A discussion of the study's results focuses on ways preservice teacher education might be modified to better prepare students to be effective educators for an increasingly diverse student population. Suggested modifications include: additional field experiences for working with minority students; open forums for discussion of ideas and strategies; multiethnic guest speakers; and the review of multicultural children's literature. (Contains 30 references.) (LL)

Issues in Teacher Education and Professional Development in the United States: Implications for Australia.

PUB DATE- Jul 94

NOTE- 9p.; Paper presented at the Annual Meeting of the Australian Teacher Education Association (Brisbane, Queensland, Australia, July 3-6, 1994).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- *Accreditation (Institutions); *Accrediting Agencies; Comparative Education; Faculty Development; Foreign Countries; Higher Education; Professional Development Schools; Program Evaluation; Schools of Education; *Standards; *Teacher Certification; Teacher Competencies; *Teacher Education

IDENTIFIERS- *Australia; National Board for Professional Teaching Standards; National Council for Accreditation of Teacher Educ; Policy Implications; *Professionalization of Teaching; United States

In Australia at present, there is no central agency for the accreditation of teacher education courses. This paper examines the implications for Australian Schools of Education of the key issues of accreditation of courses and faculties, licensing of beginning teachers and advanced certification, and continuing professional development of teachers in the United States. A discussion of the newly published, revised standards of the National Council for Accreditation of Teacher Education (NCATE) points out that some States are accepting these standards while others have complementary or separate standards. Licenses to teach are issued by the States to graduates of approved courses and to those who enter via alternative routes. Conditions, probationary periods and test requirements may apply. The Educational Testing Service conducts the National Teacher Examination and is now publishing its new Praxis tests. The National Board for Professional Teaching Standards is currently field testing its methods for rigorously assessing teacher performance in order to grant advanced certification to teachers with at least three years' experience. Professional development schools, clinical schools and laboratory schools are linking preservicce teacher education and inservice education to promote the simultaneous renewal of teachers and teacher educators. (Contains 16 references.) (Author)

ED 375 144 SP 035 561

Williams, Don
Starting Teaching.
PUB DATE- Jul 94
NOTE- 9p.; Paper presented at the Annual Meeting of the Australian Teacher Education Association (Brisbane, Queensland, Australia, July 3-6, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Teachers; Elementary Education; Foreign Countries; Graduate Surveys; Higher Education; *Program Attitudes; *Program Development; *Program Evaluation; *Program Improvement; Self Concept; Teacher Characteristics; *Teacher Education Programs; Teacher Employment; Teaching (Occupation); Teaching Conditions
IDENTIFIERS- Australia; Pedagogical Content Knowledge; University of Western Sydney Macarthur (Australia)

To guide the development of teacher education programs at the University of Western Sydney Macarthur (Australia), a "Starting Teacher" questionnaire and the Graduate Career Council of Australia survey were administered to 48 early childhood and 168 primary teacher education students at their graduation ceremony in April 1993. These instruments focused on characteristics of the graduates, information about their workplaces, views about the relevance of their courses, and their feelings about themselves. Items in the questionnaire were based on key issues in the literature on induction and issues of particular concern in southwest Sydney. Respondents had been reasonably successful in finding employment in the region which employed large numbers of beginning teachers. According to the data analysis, formal induction programs were minimal; most felt confident and happy about making teaching a career; the vast majority believed that their preservice courses had prepared them well, but a significant number of primary graduates indicated that more emphasis could have been placed on what to teach (subject matter knowledge). In addition, reflective practice, a greater integration of knowledge, and an in-school semester are emphasized. (Author/LL)

ED 375 145 SP 035 567

Patterson, Catherine; And Others
Portraits of Teaching: Using Work-Based Vignettes.
PUB DATE- Jul 94
NOTE- 11p.; Paper presented at the Annual Meeting of the Australian Teacher Education Association (Brisbane, Queensland, Australia, July 3-6, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Case Studies; *Educational Practices; Elementary Secondary Education; Foreign Countries; Higher Education; *Material Development; Preservice Teacher Education; Professional Development; Teacher Developed Materials; *Teacher Education Programs; Teacher Educators; Teaching Methods; *Theory Practice Relationship
IDENTIFIERS- Australia; *Case Method (Teaching Technique)

At the university level, case-based education is a significant feature of professional training programs conducted for law,

ED 375 165 TM 022 141

Gallagher, Jo D.
Establishing Customer Requirements: An Instructional Analysis for Continuous Quality Improvement Training Design.
PUB DATE- Apr 94
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Expectation; *Needs Assessment; Planning; Problem Solving; *Qualitative Research; *Quality Control; *Training
IDENTIFIERS- *Customer Services; *Instructional Analysis

Establishing customer requirements spans two steps in the planning for quality set forth by Juran (1988), those of discovering customer needs and expectations and translating them into the language of those responsible for meeting the needs. The need for training was documented in a large, decentralized service organization through qualitative analysis of data from a sample of 98 problem-solving team members. Stratified snowball sampling combined with three qualitative data gathering methods identified the tasks and flow of this portion of the quality improvement process. It is concluded that: (1) implementation of any quality improvement process cannot be taken for granted once the basic concepts and problem-solving tools have been learned; (2) establishing customer requirements is essentially the same with internal and external customers; (3) establishing customer requirements extended and customized quality function deployment (QFD); (4) QFD extended the process for establishing requirements by adding options as it informed the instructional analysis; and (5) processes of task and instructional analysis are in themselves QFD. Two figures illustrate the discussion. (Contains 9 references.) (SLD)

ED 375 166 TM 022 144

Mayfield-Stewart, Cynthia; And Others
Evaluation of Multimedia Instruction on Learning and Transfer.
PUB DATE- Apr 94
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Books; *Comprehension; Computer Software; Control Groups; Curriculum; *Encoding (Psychology); Experimental Groups; High Risk Students; Inner City; Kindergarten; *Kindergarten Children; *Learning; Listening; Literacy; *Multimedia Instruction; Primary Education; Public Schools; *Transfer of Training
IDENTIFIERS- Decoding (Behavior)

Effects of working with the deep comprehension and decoding activities supported by the software created by Brophy and colleagues to enhance literacy skills in young, at-risk children were studied. Subjects were 53 at-risk kindergartners from a public inner-city school (24 in the control group and 29 in the experimental group). The experimental group used the

ED 375 186 UD 029 902

Pitts, Sundra B.; And Others

It's a Black Thing Everyone Needs To Understand. An Interdisciplinary Unit on African American History. Walch Reproducibles.

PUB DATE- 94

NOTE- 84p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Black History; Communication Skills; Cultural Pluralism; Curriculum Design; Curriculum Development; *Educational Methods; Ethnic Studies; *Interdisciplinary Approach; Intermediate Grades; Junior High Schools; Learning Activities; Lesson Plans; Mathematics Education; Middle Schools; Program Descriptions; Science Education; Social Studies; *Teaching Methods; Units of Study

IDENTIFIERS- *African Americans; Diversity (Groups)

This user's guide presents an interdisciplinary teaching approach for middle school instruction in the area of African-American history. It emphasizes the importance of cultural diversity and the need for tolerance to allow students to see racial harmony as a step to global peace. The guide is divided into four sections that encompass communication skills, mathematics, science, and social science. Each section stresses the outstanding contributions of African Americans in their particular field. Open dialogue is encouraged. In addition, the guide stresses that the history of African Americans is part of the nation's history and, as such, should be integrated into the entire year's study. The activities within the units include interviews; reading, writing, and research projects; experiments; active hands-on projects, games, dramatizations, and simulations; and projects that include some form of art or music. The activities combine learning skills and understandings related to specific content areas with higher-order thinking skills, multiculturalism, creativity, social skills, responsibility, compassion, leadership, cooperation, and self-esteem. (GLR)

ED 375 187 UD 029 903

We the Teachers: Impact II Catalog of Teacher-Developed Projects 1993-94.

PUB DATE- 94

NOTE- 82p.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Reference Materials - Directories/Catalogs (132),Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Art Education; Citizenship Education; Computer Science; *Demonstration Programs; *Educational Change; Educational Research; Elementary Secondary Education; English (Second Language); Health Education; Language Arts; Mathematics Instruction; *Program Descriptions; Program Development; Program Implementation; Resource Materials; Sciences; Social Studies

IDENTIFIERS- *IMPACT II; New York City Board of Education

IMPACT II was created in 1979 to reward and recognize creative New York City public school teachers. Through its teacher-to-

ED 375 207 UD 030 102

Carlson, Paul E.; Korth, Barbara D.
Schoolcentrism: A Barrier to Success for At-Risk Youngsters.
PUB DATE- 94
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Achievement; Classroom Environment; *Community Influence; *Cultural Pluralism; Economically Disadvantaged; Elementary Secondary Education; *High Risk Students; *Low Income Groups; Minority Groups; Rural to Urban Migration; *School Community Relationship; Teacher Role; Urban Environment; Urban Schools
IDENTIFIERS- *Diversity (Student)

This paper examines the lack of familiarity that teachers and administrators have with the communities in which low-income students live and stresses the need to create linkages between the school and the outside world to help at-risk students succeed academically. There is a serious flaw in most community-oriented approaches and many contemporary efforts are limited because they are derived from an exclusively school-focused perspective and thus represent "schoolcentric" thinking. Several situations are presented that depict common, well-meaning attempts of educators to consider the community and its relationship to schooling. The schoolcentric character of these efforts is discussed. The pattern of schoolcentrism is endemic and the ultimate solution is to change the paradigms in which the child is redefined in terms of his or her dual socialization within two valid systems: the community and the school. Such a change requires a recognition of the competencies and talents that the culturally divergent child brings into the school and a realization that the child's primary relationships outside the school have educational relevance. (GLR)

ED 375 208 UD 030 103

Rainwater, Mary; De Caprio, Chris
Los Angeles Free Clinic and "Adolescent Health Care Programs That Work."
PUB DATE- 15 Apr 94
NOTE- 9p.; Paper presented at the Norton Family Foundation Forum on Children's Issues titled "Achieving the Dream: Health Care...Healthy Kids" (Century City, CA, April 15, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; At Risk Persons; *Economically Disadvantaged; Educationally Disadvantaged; Educational Methods; Elementary Secondary Education; *Health Promotion; Homeless People; Institutional Cooperation; *Job Placement; Low Income Groups; Program Descriptions; *Urban Youth; Young Adults
IDENTIFIERS- AIDS Beliefs Learned Through Education; California (Los Angeles); Empowerment; Short Term Employment Program

The first paper describes The Los Angeles Free Clinic and its services, which are specifically designed to respond to the needs of low-income and homeless youth within the community.

DESCRIPTORS- *Academic Aspiration; Black Students; *Causal Models; Dropout Research; *Dropouts; *Educational Attainment; Educational Research; Expulsion; Females; Hispanic Americans; Intervention; Males; *Nontraditional Education; Prediction; Prevention; Racial Differences; Reentry Students; Secondary Education; Sex Differences
IDENTIFIERS- *African Americans; *National Education Longitudinal Study 1988

This study analyzes NELS:88 data from a dropout sample of students who were enrolled in the eighth grade in 1988 but who were not enrolled in school in 1990. The data for this analysis were collected in Spring 1990 to examine reasons for dropping out and plans for dropouts to resume their education. In both areas, differences were found on race-ethnicity and gender. Concerning reasons for dropping out, a larger percentage of white and Hispanic dropouts cited school-related factors as a cause than did African Americans; African American dropouts cited suspension and expulsion more often than any other group. A significantly larger percentage of male than female dropouts cited job-related factors; females cited family-related reasons more often than did white females. The overwhelming majority of dropouts did have plans for resuming their education, but these plans differed by race-ethnicity and gender. Both male and female white dropouts more frequently planned to take equivalency tests; Hispanic adolescents favored attending alternative high schools, and African American adolescents more often planned to return to a regular high school to earn their diplomas. Six tables. (Contains 18 references.) (Author/BJ)

ED 375 228 UD 030 131

Delgado-Gaitan, Concha
Empowerment in Carpinteria: A Five-Year Study of Family, School, and Community Relationships.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 94
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Advocacy; Case Studies; *Community Development; Economically Disadvantaged; Elementary Secondary Education; *Family School Relationship; *Hispanic Americans; Mexican Americans; *Parent Participation; *Power Structure; Socioeconomic Status
IDENTIFIERS- California (Carpinteria); *Carpinteria Unified School District CA; *Empowerment; Latinos

This study examines how Latino families in Carpinteria (California) are building a community among themselves and with the school in support of the students. Parents who are knowledgeable about the school's expectations and the way in which the school operates are better advocates for their children than parents who lack such information. Research has shown that power undergirds the knowledge required by parents to deal with schools and that Latino families care about their children and possess the capacity to be their advocates. When empowerment is viewed as an ongoing, intentional process that is centered in the local community and involves mutual respect, critical reflection, caring, and group participation, people who lack an equal share of valued resources can gain greater access to and control over those resources. The Carpinteria community study, which involved data collection in 5 schools, describes how the parent-involvement process has been one of medicine, and business studies. Cases take various forms including real and imagined scenarios, critical incident analysis, case studies, vignettes, and anecdotal accounts of professional practice. Although case-based education has played a relatively minor role in teacher education, there is evidence of new interest in this approach. This interest is associated with growing concerns about the limitations of traditional teacher education programs and an increasing recognition and acknowledgement of the ambiguity and complexity of teaching and learning. In an attempt to portray the multi-faceted nature of teaching, the National Project on the Quality of Teaching and Learning has chosen to use cases to illustrate the Framework for Competency Standards for the Teaching Profession. This paper reports on issues that emerged when developing cases for the project. Further, the paper links this study with current interest in case-based teaching for teacher education and examines the potential, possibilities, and practicalities of using case-based approaches for professional development. A sample vignette is appended. (Author/LL)

ED 375 146 TM 021 608

Dochy, Filip J. R. C.; Moerkerke, G.
Recent Developments Concerning Individual Study Programmes in Higher Education and Alternative Assessment Procedures for Students.
PUB DATE- 94
NOTE- 53p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; Educational Assessment; Educational Research; Foreign Countries; Higher Education; *Individual Instruction; Labor Market; Measurement Techniques; *Program Development; *Test Construction
IDENTIFIERS- *Alternative Assessment

The need for study programs that fit better to the characteristics of learners, their interests, and the labor market has led education from being supply driven toward being demand driven. The construction of individual study programs requires appropriate assessment methods. The technologies generally available for assessment seem to reinforce the supply-driven nature of assessment, but demand-driven education, where students influence content selection and teaching is growing. The central finding of research of the past 15 years is that the key to developing an integrated and generative knowledge base is to build on the learner's prior knowledge. An empirical study is reported that focuses on the application of new forms of assessment for individual study programs, concentrating on prior knowledge and progress assessment. Questionnaire responses of 2,000 university students show that students largely agree with the use of prior knowledge state and progress tests and that their aims are improvement of knowledge and of study methods. Seven graphs and one table present study findings. (Contains 60 references.) (SLD)

ED 375 147 TM 022 071

Bobbett, Gordon C.; French, Russell L.
A Study of Various Statistical Analyses Applied to School Report Cards.

Multimedia Environments that Organize and Support Text (MOST) environment. This environment involved the subjects' having half-hour sessions each day on the sequencer and multimedia bookmaker software for about 3 months using the "Miss Emma Anchor" video. At the end of 3 months subjects were given a standardized test (the Metropolitan Readiness Test) and MOST assessments. Children in the experimental group gained more on the auditory and language skills portions of the standardized tests and performed better on the MOST assessments, indicating that the MOST software promotes deep comprehension and aids in development of listening comprehension, story production, and decoding skills. Nine figures illustrate the study, and three appendixes give narrative, episodic, and overall components. (Contains 3 references.) (SLD)

ED 375 167   TM 022 148

Malinowski, Patricia A., Ed.
Classroom Implementation. Issues in Assessment.
PUB DATE- 94
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Classroom Environment; *Classroom Techniques; *Educational Assessment; Educational Practices; Elementary Secondary Education; *Higher Education; Intellectual Disciplines; Physics; Teacher Effectiveness; *Teaching Methods; *Test Construction; Test Use
IDENTIFIERS- *Finger Lakes Community College NY; Performance Based Evaluation

This booklet, second in a series on issues in assessment, seeks to describe an initiative supported by Finger Lakes Community College (New York) to use classroom assessment techniques (CATs) in different academic areas and to present an overview of some assessment approaches that have been used in the classroom. Papers include: (1) "Enhancing Effective Teaching in Multiple Disciplines: An Overview of a College-Wide Classroom Research Project" (Leonard T. Malinowski); (2) "Reinvigorating Our Classrooms: Positive Results of Using Classroom Assessment Techniques" (Bob Morris); (3) "CATS Project: Seeing Problems, Finding Solutions" (Barbara Murphy); (4) "The Prospectus" (Martin C. Dodge); (5) "How CATs Changed My Teaching Style" (Kathleen DelCour); and (6) "CATs in Cooperative Physics" (Sam Samanta). (Contains four references and five selected readings.) (SLD)

ED 375 168   TM 022 150

Savage, Luise B.
Testing the Limits: Tool for Assessing Metacognitive Skills and the Zone of Proximal Development.
PUB DATE- 94
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Children; *Cognitive Development; Cognitive Processes; Competence; *Educational Assessment; Educational Psychology; Evaluation Methods; *Metacognition; *Problem Solving; Test Use
IDENTIFIERS- *Testing the Limits; *Zone of Proximal Development

At present, there are no formal tests to assess adequately the teacher network, successful projects are replicated. This catalog is a collection of profiles describing 52 exemplary projects. The profiles are organized by subject area and then divided by grade level into the following sections: (1) the arts; (2) communication arts; (3) computer science; (4) English as a Second Language; (5) health education; (6) grants from IBJ Inc. for global citizenship; (7) mathematics; (8) science; and (9) social studies. Each profile tells what the project does, who comprise the staff, what one needs for replication, how to adapt it, and why it works. A grant application is included for those interested in obtaining an adaptation grant. Projects are indexed by teacher, borough, school district, school level, and project title. (SLD)

ED 375 188   UD 029 936

Raley, R. Kelly
The Effects of Family Composition on Educational Attainment.
SPONS. AGENCY- National Inst. of Human Development, Washington, DC. Center for Population Research.
PUB DATE- May 91
NOTE- 39p.; Revised Master's Thesis, University of Wisconsin, Madison.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Academic Achievement; Blacks; Comparative Analysis; Data Analysis; Divorce; *Educational Attainment; Family Characteristics; *Family Income; *Graduation; High Schools; *One Parent Family; Role Models; Socialization; *Stress Variables; Whites
IDENTIFIERS- National Survey of Families and Households

This study examined the effect of family composition on high school graduation and level of completed education. It tests the hypotheses that children in single-mother households may be adversely affected in their educational attainment because of the economic deprivation common to such households, the stress caused by family separation, and socialization problems attributable to a lack of male role models. The study used data from the National Survey of Families and Households, which contains information on respondents' household composition while they were growing up and details disruptions in those households where disruptions existed. The effects of family composition on high school graduation, college attendance, and college graduation are examined. Study findings show that divorce and child bearing out of wedlock do contribute negatively to the lives of children, more for Whites than Blacks, with regard to educational attainment. Furthermore, it is not single motherhood per se that is detrimental, but the stress and lower income associated with marital break-up that accounts for most of the differences in graduation rates by family composition. Ten tables and seven figures show report data. (Contains 55 references.) (GLR)

ED 375 189   UD 029 941

Johnson, Burke; Strodl, Peter
Interpersonal Adaptation in the Urban School: Development and Application of a Sensitizing Conceptual Scheme.
PUB DATE- Feb 94
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)

The paper describes a free-of-charge, free-of-judgment comprehensive response system that exists because of collaboration with other health facilities such as Childrens Hospital of Los Angeles. Two programs are highlighted: Project ABLE (AIDS Beliefs Learned Through Education) and Project STEP (Short Term Employment Program). Using drama as the medium, Project ABLE focuses on disease prevention and the empowerment of youth by supplying life-saving education about HIV, alcohol, drugs, and smoking well before they come into the clinic for help with these issues. Project STEP clients participate each morning in a lottery for jobs, the winners of which receive a bag lunch and transportation to the job site. Workshops are provided to help youth look for and find work. These programs can be duplicated as long as collaboration exists between the social-service providers, the health-care providers, and private business. Also included is a brief success story written by a participant in the Los Angeles Free Clinic's Project STEP. (GLR)

ED 375 209 UD 030 104

Case, Karen I.; And Others
Sharing the Vision: Curriculum Articulation in Math and Science K-U in an Urban School District.
PUB DATE- 21 Apr 94
NOTE- 25p.; Paper presented at the Annual Meeting of the New England Educational Research Organization (Rockport, ME, April 21, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Articulation (Education); *Curriculum Development; Economically Disadvantaged; *Educational Improvement; Educational Planning; Elementary Secondary Education; *Mathematics Education; Minority Groups; Program Descriptions; *Science Education; *Teacher Workshops; Urban Schools
IDENTIFIERS- *Curriculum Articulation Project CT; Reform Efforts

This paper presents a site and project description and the conceptual framework of the Curriculum Articulation Project (CAP) and its relation to current math and science education reform initiatives. CAP is based on the notion that the teacher is the best individual to ascertain the learning needs of the urban, and often economically disadvantaged, youth. The project addresses the concerns of reform proposals in math and science by striving to articulate the current curriculum, by ranking the skills and knowledge necessary to provide science and math literacy to urban youngsters, and by integrating math and science in units that address the unique needs of city youth. An appendix includes a unit from the program entitled "The Clean Water Problem," which is a CAP project designed for grades seven and eight. (Contains 17 references.) (GLR)

ED 375 210 UD 030 105

Chang, Hedy Nai-Lin; And Others
Drawing Strength from Diversity. Effective Services for Children, Youth, and Families.
SPONS. AGENCY- Annie E. Casey Foundation, Greenwich, CT.
PUB DATE- 94
NOTE- 129p.; Funding also provided by Stuart Foundations and the Pacific Mutual Foundation.
LANGUAGE- English

shared power between families and schools that led to empowerment of the Latino community. (Contains 71 references.) (Author/SLD)

ED 375 229 UD 030 132

Mueller, Siegfried G.
Survey of Local School Council Members, 1992: A Report on the Findings.
PUB DATE- Sep 92
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Attitudes; Educational Change; Educational Improvement; *Educational Planning; Educational Policy; Elementary Secondary Education; *Policy Formation; *School Based Management; School Districts; Surveys; Tables (Data); *Training
IDENTIFIERS- *Chicago Public Schools IL; *Local School Councils; Reform Efforts

This report is based on a survey of local school council (LSC) members in Chicago (Illinois) that was conducted in 1992 to determine and share the thoughts of LSC members on planning for school improvements and educational change, implementing policies, training, and fulfilling responsibilities and duties. Nearly 850 council members responded. Findings indicate that LSCs are involved in developing school improvement plans, planning and monitoring school improvement initiatives, budgeting expenditures, and publicizing and holding mandated meetings. Council members also provided school principals with direction by establishing policies and recommending specific actions. While many participated in training beyond that mandated by legislation, many did not participate in sessions that addressed educational theory, personnel selection, and reform legislation. Council members rated the performance of their district service center as "above average," that of the central service center "below average," and themselves "well above average." Council members noted improvements and positive change, with conditions considered worse than in 1991 only in the area of sufficient supplies. Concerns about finance, central administration, extent of participation and role clarity, and the future of reform were addressed in open-ended questions. (Contains 7 references.) (SLD)

ED 375 230 UD 030 133

Compensatory Education (CE) Product Evaluation: Elementary and Secondary Programs 1993-94.
PUB DATE- Aug 94
NOTE- 58p.; Appendices C and D contain filled-in type.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Achievement Gains; *Compensatory Education; Disadvantaged Youth; Educationally Disadvantaged; *Elementary Secondary Education; Federal Aid; Junior High Schools; Mathematics; Program Evaluation; Reading; Supplementary Education; Tables (Data); *Urban Schools
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1; Saginaw City School System MI; Thinking Skills Program

The school district in Saginaw (Michigan) operates a supplemental-

PUB DATE- Nov 93
NOTE- 35p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 10-12, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Comparative Analysis; Elementary Secondary Education; Outcomes of Education; *Predictor Variables; *Profiles; *Regression (Statistics); *Report Cards; Research Methodology; School Districts; Scores; State Programs; *Statistical Analysis; Testing Programs; *Test Results
IDENTIFIERS- Pearson Product Moment Correlation; *Tennessee; Tennessee Comprehensive Assessment Program

As the latest in a series of studies analyzing the data reported on Tennessee's school district report cards, this paper focuses on finding a common statistical treatment to examine the impact of predictor variables on dependent variables. Investigations of the 1988-89 report card data explored the relationships among eight school district variables and the relationship between each variable and the average student test scores at the school district level. In 1990-91, Tennessee began using the Tennessee Comprehensive Assessment Program (TCAP) outcome measures, making comparisons of current data with the 1988-89 data impossible. The following four statistical treatments were compared for their usefulness in analyzing the data: (1) Pearson product moment correlation; (2) Guttman's partial correlation; (3) stepwise regression; and (4) multiple regression. Independent variables do not have the same impact on student outcome at all outcome levels using the four methods, and it was evident that choice of method has an impact on study conclusions. The contribution of each variable is considered. Four tables in the text and eight presented as appendixes present analysis results. (Contains 9 references.) (SLD)

ED 375 148 TM 022 094

Derry, Sharon; And Others
Psychological Foundations of the TiPS System: A Handbook for System 1.0.
SPONS. AGENCY- Office of Naval Research, Washington, D.C.
PUB DATE- Jun 94
NOTE- 61p.; The figure and some graphics may not reproduce well. Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Psychology; *Computer Assisted Instruction; Educational Environment; Educational Philosophy; Intelligent Tutoring Systems; *Mathematics; *Problem Solving; Secondary Education; Training; Tutoring
IDENTIFIERS- Cognitive Apprenticeships; *Tutoring in Problem Solving

TiPS (Tutoring in Problem Solving) System 1.0 is a computer-based instructional environment designed to support adolescent and adult problem-solving training based on the instructional objectives and training theory described in this document. The objectives of TiPS training are basic mathematics concepts and ways in which a child processes information. Furthermore, scores on current measures cannot be directly interpreted, with few exceptions, as direct measures of cognitive processes, and results are difficult to translate directly into remediation goals or instructional objectives. Testing-the-limits is suggested as a means to establish methods a child uses to solve a problem, providing insight about a child's metacognition. In testing-the-limits, the examiner: (1) provides additional clues; (2) changes modality; (3) establishes methods used by the examinee; (4) eliminates time limits; and (5) asks probing questions. The technique is also useful in finding the child's zone of proximal development (degree of competence that can be achieved with aid). Such information can help psychologists provide more relevant instructional strategies for children. (Contains 15 references.) (Author/SLD)

ED 375 169   TM 022 151

Nelson, Karen M.; And Others
Does the Use of Color on the WISC-III Affect Student Performance?
PUB DATE- Mar 94
NOTE- 12p.; Paper presented at the Annual Meeting of the National Association of School Psychologists (Seattle, WA, March 1-5, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Children; *Color; *Elementary School Students; Elementary Secondary Education; Females; *Intelligence Tests; Males; *Performance; Raw Scores; Scaling; Sex Differences; Stimuli; *Test Construction; Test Results; Visual Perception
IDENTIFIERS- Subtests; *Wechsler Intelligence Scale for Children III

One of the changes in the test stimuli of the Wechsler Intelligence Scale for Children III (WISC-III) was the addition of color artwork on the Picture Completion (PC) and Picture Arrangement (PA) subtests. While the reactions of children and examiners to the color were positive during pilot testings and tryout, studies examining the effect of color on students' performances on the PC and PA subtests are lacking. This study compared the performances of elementary-age students on color and black-and-white versions of the two subtests. Subjects were 90 elementary-age students (42 males and 48 females), with a mean age of 10 years, 10 months, randomly selected from grades 3 through 6 from a suburban, middle-class elementary school in the Midwest. Both versions were administered in counterbalanced order to each student. T-tests for related samples were computed for both the raw scores and the scaled scores of the PC and PA subtests. Nonsignificant results were obtained, suggesting that the addition of the color stimuli did not affect performance on the two subtests. Boys and girls performed at an equivalent level on both versions. Three tables present study findings. (Contains four references.) (Author/SLD)

ED 375 170   TM 022 152

Keith, Novella Z.; Keith, Nelson W.
Backing into Community: A Reconceptualization of Equity and Assessment in Higher Education.
PUB DATE- 94
NOTE- 39p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).

DESCRIPTORS- *Adjustment (to Environment); Change; *Cultural Awareness; Cultural Differences; *Educational Change; Educational Environment; Elementary Secondary Education; *Interpersonal Relationship; Organizational Climate; Personality Traits; Resistance to Change; School Restructuring; *Urban Schools
IDENTIFIERS- *Adaptive Capacity; Conceptual Frameworks; School Culture

This paper presents a sensitizing conceptual scheme for examining interpersonal adaptation in urban classrooms. The construct "interpersonal adaptation" is conceptualized as the interaction of individual/personality factors, interpersonal factors, and social/cultural factors. The model is applied to the urban school. The conceptual scheme asserts that individuals can be viewed as varying on a continuum of change seeking, of being open to change in some areas but not in others. Both formal and informal organizational structures affect school members' adaptability to change. Adaptive school structures are characterized by morphogenesis and facilitate change by providing an open environment in which to explore differences and problems. The intersection of adaptive individuals and an adaptive school culture characterizes the adaptive school and results in a transformational culture. Urban schools represent multicultural microcosms of the community. Creating adaptive classrooms is especially important in the urban schools, for which a change-oriented culture is essential. Two figures illustrate the discussion. (Contains 14 references.) (SLD)

ED 375 190   UD 029 942

Strodl, Peter; Johnson, Burke
Multicultural Leadership for Restructured Constituencies.
PUB DATE- 94
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Conflict; Cooperation; *Cultural Awareness; Cultural Influences; *Decentralization; *Educational Change; Elementary Secondary Education; Ethics; Governance; *Instructional Leadership; Interaction; Multicultural Education; Principals; *School Restructuring; Urban Schools
IDENTIFIERS- *Conceptual Models; *Constituency Development; Constructive Controversy; Reform Efforts

A conceptual model is developed that presents leadership as process and participation by followers in urban schools in which decentralization efforts are underway. The model advances the work of urban school administrators as they deal with constituencies from diverse perspectives and predilections. Applications of the model involve behaviors that are useful for principals involved in school restructuring. It is useful to see leadership not just in terms of a focal person but as a group process that occurs within the context of a group culture and that requires interaction among many participants. This view is particularly useful in urban environments with great social and cultural diversity. In the context of the transformational leadership that is described, conflict becomes the focal point at which people come together to solve problems, resolve differences, and learn to cooperate with a leader. Leadership is manifested as multicultural group processes that include communication and intuition, interaction among constituency groups, collaboration, negotiation, conflict management, and the ethical response to identified problems. (Contains 52 references.) (SLD)

EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Case Studies; *Change Strategies; Community Programs; *Community Support; *Cooperative Programs; Cultural Influences; Disadvantaged Youth; *Economically Disadvantaged; Educational Improvement; Ethnic Groups; Governance; *Human Services; Minority Groups; Needs Assessment; Profiles; Public Support; Staff Development; Training
IDENTIFIERS- *Diversity (Groups); Reform Efforts

This seven-chapter report explores in depth how issues relating to race, language, and culture can be incorporated into every stage of a reform process targeting supports to disadvantaged children and families. The report draws on 1993 research involving a survey of 98 collaborative programs in California, site visits to seven collaborative programs (six in California and one in Colorado), in-depth interviews with individuals involved in collaborative reform initiatives nationwide, and a literature review. The report's chapters discuss: (1) the links between human-services reform efforts and issues of diversity; (2) the use of community assessments to engage diverse stakeholders in identifying community strengths and resources to evaluate the cultural appropriateness of current services and to identify community needs and goals; (3) some strategies and approaches to the grounding of human services in an understanding of cultural, linguistic, and racial diversity; (4) staff development and other steps that agencies can take to equip themselves with workers who are able to respond to the needs of diverse children and families; (5) the institutional changes needed to promote culturally and linguistically appropriate services; (6) governance strategies that support inclusive decision making; and (7) recommendations that apply to all groups to ensure that issues of diversity are addressed. Appendixes contain the research methodology and surveys. Contains 58 references. (GLR)

ED 375 211 UD 030 106

Brown, Brenda B.
What Do Teachers Need To Know about the Black Experience before They Teach? An African American Historical and Cultural Continuum: Selected Research Experiences To Prepare Preservice Teachers To Teach the Black Experience.
PUB DATE- Apr 94
NOTE- 41p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- African Culture; African History; Black Culture; Black History; Black Students; *Black Studies; *Cultural Awareness; Cultural Differences; Curriculum Development; Elementary Education; *Elementary School Teachers; *Experience; Objectives; Resources; *Teacher Education
IDENTIFIERS- *African Americans

A paradigm is presented for preparing teachers to develop a broader knowledge and perspective of African American history and culture. The approach was designed to instruct nonminority education delivery system in reading and mathematics that consists of elementary and secondary compensatory education. The elementary program is both a push-in and pull-out program that serves 1,819 students in grades one through five. The secondary program is a self-contained classroom program involving approximately 621 students in grades 6 through 8. Both are funded through Federal Chapter 1 funds. In 1993-94, approximately 2,440 students participated. In addition to the overall evaluation of achievement, this product evaluation focused on the Thinking Skills program (TSP) in grades 6 through 8. Two questionnaires, a structured interview, and a classroom-observation instrument were used to gather information relative to the TSP program. The California Achievement Test served as the overall evaluation instrument. Pre- and posttest results indicate that the greatest achievement gains occurred in grade 3 for reading and grade 2 for mathematics. Teachers had difficulty implementing TSP objectives, and participating TSP students still show low achievement, especially in reading. Recommendations are presented for program improvement. Five text tables plus 6 data tables in Appendix A and 12 in Appendix B present study findings. Appendix C contains a study checklist, Appendix D is a program description, and Appendix E is the 1993-94 Chapter 1/Article 3 buildings to submit reading and/or mathematics plans of improvement. (Contains 1 references.) (SLD)

ED 375 231 UD 030 134

Kinney, David A.; And Others
The Urban Learner Framework: An Overview.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Aug 94
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Ability; Administration; Cooperation; Cultural Differences; Curriculum Development; *Decision Making; Educational Change; Educational Environment; Elementary Secondary Education; *Learning Theories; Models; Motivation; *School Restructuring; *Student Characteristics; Student Motivation; Urban Schools; Urban Youth
IDENTIFIERS- Reform Efforts; Research for Better Schools Incorporated; *Resilience (Personality); *Urban Learner Framework

The Urban Education staff at Research for Better Schools (RBS), Inc., has developed a conceptual framework to address the complex issues that must be dealt with in urban school-restructuring efforts. This overview of the Urban Learner Framework (ULF) describes its two major features: four research-based themes that are the foundation for a new vision of the urban learner and the ramifications of these themes for decision-making within functional areas of school organization. The four themes are: (1) cultural diversity and learning; (2) unrecognized abilities and underdeveloped potential; (3) enhancement of ability development through motivation and effort; and (4) resilience of urban learners. Integration of knowledge and meaning across these themes leads to a new vision of urban learners that focuses on their strengths. The second major feature of the ULF is a set of decision-making guidelines that begins with determining an appropriate curriculum, instruction, and assessment and then designing effective staff-development programs. Establishing a supportive school general problem-solving skills derived from cognitive theory, and the training philosophy is based on cognitive apprenticeship. The TiPS approach employs complex arithmetic story problems as contexts for helping students develop better problem-solving abilities. Future versions of TiPS will incorporate expanded intelligent diagnostic and tutoring capabilities, and thus will be able to tutor students with a minimum of human intervention. The current version works best if human instructors oversee student work on the system. Instructional personnel can use this handbook to help them understand the TiPS system, curriculum, and instructional philosophy. An appendix gives excerpts from the user's guide. (Contains 56 references, 1 table, and 1 figure.) (Author)

ED 375 149 TM 022 097

D'Agostino, Jerome
Improving the Identification of Schools for Chapter 1 Program Improvement.
PUB DATE- Apr 94
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Compensatory Education; Disadvantaged Youth; Educational Assessment; Educationally Disadvantaged; Elementary Secondary Education; *Evaluation Methods; *Identification; Item Response Theory; Models; *Norms; Program Evaluation; *Program Improvement; Regression (Statistics); *Standards; Statistical Bias; Student Evaluation; Urban Schools; Validity
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1; Iowa Tests of Basic Skills

Technical problems with norm-referenced achievement testing that can lead to the erroneous evaluation of schools for Chapter 1 Program improvement is discussed, and an alternative testing model is presented. The history of Chapter 1 testing and evaluation policies is briefly reviewed, and problems with the norm-referenced model are explored. Data from a large urban district with an extensive Chapter 1 system for the Iowa Test of Basic Skills are used to demonstrate the way in which regression bias can lead to unintended consequences that impair the validity of an identification scheme. An alternative testing model, based on item response theory, is proposed that would allow schools to develop their own assessment devices. To avoid inequities, the ideal testing system would require schools receiving Chapter 1 funds to administer two tests to their students, a locally developed assessment and the state test. The Federal government could establish criteria for program identification that the school would meet, such as 75% of students attaining the school's standards, and the state test would ensure that the school's standards were appropriate. (Contains 19 references.) (SLD)

ED 375 150 TM 022 098

Smith, Nancy J.; And Others
Results of the Administration of the Computerized Grammar, Spelling, and Punctuation Test to College of Communication Students on July 7, 1992.
PUB DATE- Aug 93
NOTE- 14p.

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Community; Concept Formation; Definitions; *Educational Assessment; *Equal Education; *Free Enterprise System; Higher Education; *Outcomes of Education
IDENTIFIERS- Conversation; Discourse; *Market Analysis

The changing meaning of equity and assessment is traced in the context of a shift from the hegemony of a market discourse to an emergent "conversation" centered around relationships and community. The weakening position of the state and the market through global socioeconomic transformation sets loose a search for alternatives, which ends up "backing into" community. As the market-driven definitions of equity and assessment lose their moorings, alternative constructs emerge. The new conversation locates equity and assessment within the learning process itself, as adjuncts to the creation of a community of learners. After exploring the contours of the new community conceptually, programmatic suggestions are offered for structuring outcomes assessment in higher education in ways supportive of equity and community building. (Contains 40 references.) (Author/SLD)

ED 375 171 TM 022 154

Hange, Jane E.; Rolfe, Helen G.
Creating and Implementing Alternative Assessments: Moving toward a Moving Target.
PUB DATE- Apr 94
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cooperation; *Educational Assessment; *Elementary School Teachers; Elementary Secondary Education; *Mathematics Education; Professional Development; Program Implementation; *Science Education; *Secondary School Teachers; Statistical Studies; *Test Construction; Videotape Recordings; Workshops
IDENTIFIERS- *Alternative Assessment; Appalachia Educational Laboratory WV; Collaborative Research

A collaborative study group on teacher development of alternative assessments in mathematics and the sciences was cosponsored in the 1992-93 school year by the Virginia Educational Association and the Appalachia Educational Laboratory. Twenty-two teachers from 11 schools throughout Virginia worked with staff from the sponsoring organizations and the state department of education to design and implement alternatives to traditional testing. Findings from the first project year are discussed in the group-developed guide "Alternative Assessments in Math and Science: Moving Toward a Moving Target." Teacher and student interviews and classroom implementation scenes are the focuses of the second year's products, two videotapes with facilitator's guide to assessment development and implementation workshops. Appendixes include: (1) an excerpt from the developed guide (8 tables); (2) the form for reflection and recommendations of study group members; (3) a similar form to evaluate means and discrepancies; and (4) recommendations for implementation and a program description. (Contains 4 references.) (SLD)

ED 375 172 TM 022 173

ED 375 191 UD 029 943

Henry, Mildred Dalton
Educational Reform: Dropouts, Culture, and Minorities. Implications for Educators.
PUB DATE- 94
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Education; *Dropout Prevention; *Dropout Programs; Economically Disadvantaged; *Educational Change; Ethnic Groups; *High Risk Students; Minority Groups; Prevention; *Program Effectiveness; Secondary Education
IDENTIFIERS- Diversity (Student); Reform Efforts

This paper addresses educational reform as it affects dropouts, minorities, diverse cultures, training programs, and community-based education. Effective dropout-prevention models are presented that address the needs of at-risk populations. The author states that much dropout prevention and reclamation takes place off of school district campuses and suggests that many community-based educational programs are having a significant impact on prevention and recovery. Several programs are highlighted such as Alternative Street Academy, Project Early Outreach, Operation RETAIN (Rescue Educational Training and Initiative Now), Teens for Responsible Behavior, Project Earn and Learn, RETAIN II, Operation Reclaim, Operation Read/Project Citizen, and the Substance Abuse and Gang Intervention Program. Several reasons are attributed to the success of these programs, including offering individualized education; having proper role models; having a culturally, ethnically, bilingually, and socioeconomically sensitive staff; and using individualized services from counseling volunteers, universities and colleges, and the community. Despite these efforts, however, the high dropout rate continues unabated, fueled by financial pressures, teen pregnancies, cultural and ethnic differences, and high unemployment. Financing validated, effective programs is part of the solution recommended. Contains 15 references. (GLR)

ED 375 192 UD 029 945

Brickman, Alan
Excellent Beginnings: Evaluation of Phase I (1991-1994).
PUB DATE- 94
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Change; *Classroom Techniques; College Students; *Comprehensive Programs; Delivery Systems; *Early Childhood Education; Educational Improvement; *Educational Innovation; Family Programs; Higher Education; High Schools; High School Students; Internship Programs; Mentors; Parent Education; *Parent Participation; Program Evaluation; Program Implementation; Services

In 1991 the Plan for Social Excellence, Inc., funded three elementary schools to design and implement a comprehensive early childhood education program. This funding initiative, entitled "Excellent Beginnings," supports programs that include innovative curriculum and classroom-management strategies, extensive parent participation, the use of high school mentors elementary preservice teachers to begin to acquire the knowledge and understanding of critical aspects of the African-Afro-American history and culture necessary to teach minority and majority students. After determining that 67 teacher candidates in the author's class actually knew little about African History and culture, an educational study timeline based on key events and cultural elements was developed to help define the continuum of the African and African American experience. Culturally relevant materials were identified and students were required to become familiar with multicultural education resources in educational research literature and children's literature. Evaluation through a posttest indicated that students learned about black history and culture and were better prepared to teach. Eight figures illustrate the discussion and present the timeline. A bibliography of 13 resources is included. (Contains 26 references.) (SLD)

ED 375 212 UD 030 107

Gonzalez, Virginia
Taking the Risk To Change Schools from Within: Educators' Cognitive Growth through Multicultural Education.
PUB DATE- Apr 94
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Beliefs; *Cognitive Development; Cultural Awareness; *Educational Change; Educational Philosophy; Educational Practices; Elementary Secondary Education; Ethics; Experience; *Graduate Students; Higher Education; *Multicultural Education; *Teachers; Teaching Methods; Theory Practice Relationship
IDENTIFIERS- Participation Education; Reflective Teaching

This exploratory-interpretative study has the objective of describing patterns of cognitive-ethical developmental changes using Perry's model and data-driven content categories. Inservice teachers taking a multicultural education graduate course (n=55) participated as insightful subject-researchers. Three major patterns were found: (1) experienced teachers linked their educational philosophies and practices, indicating higher cognitive-ethical developmental levels; (2) different content-knowledge modules led to various cognitive-ethical developmental levels; and (3) teachers could not connect teaching practices, research, and multicultural education courses. In conclusion, teachers need to transform their educational philosophies into concrete strategies in multicultural education courses. One table summarizes contents of philosophical and reaction papers. (Contains 16 references.) (Author/SLD)

ED 375 213 UD 030 108

Kennedy, Rosa
A Case Study of a Bi-Racial Student At-Risk.
PUB DATE- Nov 93
NOTE- 25p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 10-12, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference

environment and building visionary leadership and effective management are other decision-making guideline topics. A list of RBS activities and products is included. (Contains 42 references.) (SLD)

ED 375 232 UD 030 135

An Exploratory Study of a Chapter 1 Schoolwide Project and Current Instructional Practice. Taylor Elementary School, School District of Philadelphia.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.; Philadelphia School District, Pa.
PUB DATE- 30 Jun 90
NOTE- 84p.; For related documents, see ED 342 874 and UD 030 136-137.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Case Studies; Classroom Observation Techniques; *Compensatory Education; *Curriculum Evaluation; Educational Improvement; *Educationally Disadvantaged; Elementary Education; Elementary Schools; Elementary School Students; Federal Programs; High Risk Students; *Instructional Effectiveness; Interviews; School Districts; Teaching Methods; *Urban Schools
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1; Exploratory Studies; Hawkins Stafford Act 1988; *Philadelphia School District PA

In December 1989, the school district in Philadelphia (Pennsylvania) and Research for Better Schools, Inc., with the support of the Pennsylvania State Department of Education, initiated a collaborative 2-year study of the district's Chapter 1 schoolwide projects. This report presents findings from the study of Taylor Elementary School (currently grades K through 4), one of the schoolwide projects initiated in 1988. Section I describes what it means to be involved in a schoolwide project on the basis of interviews with principal and staff and observations. Section II presents an overview of current instructional practices on the basis of visits to nine classrooms and interviews with eight teachers over a 2-day observation period. Section III explores the instruction received by three Taylor students over a given school day. Section IV describes the reflections of evaluators about the process, commends the teachers' dedication to change, and notes some challenges to be faced. Eleven tables and one figure present study data, and an appendix contains the daily schedules of the three students. (SLD)

ED 375 233 UD 030 136

An Exploratory Study of a Chapter 1 Schoolwide Project and Current Instructional Practice. Spring Garden Elementary School, School District of Philadelphia.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.; Philadelphia School District, Pa.
PUB DATE- 30 Jun 90
NOTE- 75p.; For related documents, see ED 342 874 and UD 030 135 and UD 030 137.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Case Studies; Classroom Observation Techniques; *Compensatory Education; *Curriculum Evaluation; Educational Improvement; *Educationally Disadvantaged; Elementary

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adaptive Testing; *College Students; *Computer Assisted Testing; *Eligibility; Grammar; Higher Education; Journalism; Punctuation; Scores; Selection; Spelling; Statistical Studies; Student Attitudes; Telecommunications; *Test Results; Test Use
IDENTIFIERS- Paper and Pencil Tests; *University of Texas Austin

The Grammar, Spelling, and Punctuation (GSP) test is administered to students in the College of Communication at the University of Texas, Austin, as a means of determining eligibility to register for certain courses in journalism, broadcasting, and advertising. The test was administered in a paper-and-pencil version to 16 students and in a computerized (CAT) version of 23 students. Overall, results suggest that the CAT version is an excellent alternative to the paper-and-pencil test. The pass rate for both versions was 73%, and classification decisions of one version relative to the other had an overall agreement rate of 73%. Attitudes toward the clarity of directions, ease of use, and perception of skill assessment were overwhelmingly positive. An appendix lists equivalent scores on the two test versions. Six tables present study results. (SLD)

ED 375 151 TM 022 100

Smith, Nancy J.; And Others
Results of the Administration of the Computerized Grammar, Spelling, and Punctuation Test to the College of Communication Summer 1992 MICOM Group.
PUB DATE- Aug 93
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Adaptive Testing; Comparative Analysis; *Computer Assisted Testing; Computer Attitudes; Experience; High Schools; *High School Students; *Minority Groups; Scores; Statistical Analysis; Student Attitudes; *Student Recruitment
IDENTIFIERS- Paper and Pencil Tests; *University of Texas Austin

Results of administering a computerized adaptive version of the Grammar, Spelling, and Punctuation Test (GSP) to students in the College of Communication at the University of Texas, Austin were studied. The computerized adaptive version (CAT) was administered for the first time in June 1992 to 35 prospective students who participated in the College of Communication's Minorities in Communication (MICOM) program. MICOM is a minority student recruitment program for high-achieving minority students. Statistical comparisons of the two versions conducted in a previous study were used to indicate the relationship between the paper-and-pencil scores and CAT scores. One result of the test administration is the average total number of items administered on the computer version of the test was 60.5 items, as opposed to the 100 items required on the paper-and-pencil version. MICOM students taking the CAT version were asked for feedback about the test and their experiences with microcomputers. Students had favorable attitudes about the CAT test, and most indicated that they would prefer it to the paper-and-pencil version. Students also indicated a great deal of experience with computers. One table summarizes study findings. (SLD)

ED 375 152 TM 022 101

Mullis, Ina V. S.; And Others
NAEP Trends in Academic Progress. Achievement of U.S. Students in Science, 1969 to 1992--Mathematics, 1973 to 1992--Reading, 1971 to 1992--Writing, 1984 to 1992. Report in Brief.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Jul 94
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Achievement Gains; *Educational Trends; Elementary Secondary Education; Mathematics Achievement; National Surveys; Private Schools; Public Schools; Reading Achievement; Science Education; Trend Analysis; Writing Achievement
IDENTIFIERS- *National Assessment of Educational Progress; Science Achievement

Since its inception in 1969, the National Assessment of Educational Progress (NAEP) has been regularly assessing the nation's students in public and private schools, serving as a barometer of educational attainment. This report in brief is excerpted from "NAEP 1992 Trends in Academic Progress," which presents trend data in science, mathematics, reading, and writing. Approximately 31,000 students were involved in NAEP's 1992 trend assessments. Student performance is characterized at five levels along the proficiency scales, and percentages of students reaching each level are presented. For reading and writing, results are also presented for individual tasks. In general, trends in science and mathematics show noteworthy improvements since 1983, while trends for reading show slow declines for the same period. Writing performance has been relatively stable for grades 11 and 4, with a recent improvement for grade 8 that awaits support in subsequent years. Eleven tables and four figures present trend data in brief form. (SLD)

ED 375 173 TM 022 177

Cooley, William W.
Standards for a Firm Foundation. Pennsylvania Educational Policy Studies Number 20.
SPONS. AGENCY- Howard Heinz Endowment, Pittsburgh, PA.; Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- Apr 94
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Basic Skills; *Educational Finance; Elementary Secondary Education; *Financial Support; *High School Graduates; Poverty; Reading Achievement; *School Districts; Skill Development; *Standards; State Regulation
IDENTIFIERS- *Pennsylvania

School districts throughout Pennsylvania are attempting to implement new state regulations, including the establishment of new standards for high school graduation. As school districts consider standards, they should also make sure that all students have the opportunity to meet those standards. This includes insuring that all students leave third grade reading well enough to profit from subsequent instruction. The General Assembly also has a responsibility to make sure that all districts have the resources to provide all students with the and college interns, and the development of systems to provide medical, psychological, and other social services to children and their families. Evaluation took place over a three-year period at the program sites: Midtown West Elementary School, New York City (New York) (Learning for Life), Fairfield Court Elementary School, Richmond (Virginia) (Fantastic Follow Through), and Lincoln Center, Ruston (Louisiana) (Project LINC). Overall conclusions are that implementation was consistent with the program vision and that the funding was a catalyst for positive change. Individual differences among the sites strongly influenced implementation efforts and outcomes. Although some elements of the model are difficult to implement and require technical assistance, this initial evaluation suggests beneficial effects on students. (SLD)

ED 375 193   UD 029 987

Frierson, Cynthia L.
Perceptions of African American Educators toward Historically Black Colleges and Universities.
PUB DATE- 93
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Black Colleges; Black Culture; Black History; Black Students; *College Faculty; College Segregation; *Experience; Higher Education; Institutional Characteristics; *Institutional Role; Institutional Survival; Racial Identification; Racial Segregation; *Teacher Attitudes; White Students
IDENTIFIERS- *African Americans

The attitudes of African American educators toward historically black colleges and universities (HBCU) were studied, focusing on the degree of support for HBCU, the perception that HBCU meet the needs of African American students, whether non-Blacks should attend HBCU, and why African Americans should choose them. The sample consisted of 30 African American educators teaching at universities and colleges. Respondents exhibited positive attitudes toward HBCU. Thirty-two percent had direct experience with a black college as a student or teacher, and 89 percent had indirect knowledge or exposure through friends or family members. The sample saw many advantages for African American students at HBCU, and all felt that they could recommend HBCU. Most (86.5 percent) supported continued integration at HBCU. Respondents did not feel that HBCU isolate students from mainstream institutions or society. (Contains 18 references.) (SLD)

ED 375 194   UD 030 018

Allen, Judy; And Others
Cultural Awareness for Children.
PUB DATE- 92
NOTE- 267p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Chinese Culture; *Cultural Awareness; Cultural Differences; Cultural Pluralism; Curriculum Development; *Educational Methods; Elementary Education; *Elementary School Students; *Foreign Culture; Hispanic American Culture; Japanese; Japanese American Culture; *Kindergarten Children;

Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Behavior Change; Behavior Problems; Case Studies; Cultural Awareness; Disadvantaged Youth; Dropout Prevention; Dropout Research; Elementary Education; Females; *High Risk Students; Interaction; *Labeling (of Persons); Nontraditional Education; *Racial Discrimination; Responses; Stereotypes; *Student Attitudes
IDENTIFIERS- *Biracial Children; Symbolic Interactionism; Throwaway Children

This case study of a biracial student who was actually pushed out from the regular school system focuses on the student's perceived reality. The theory supporting the study is Labeling Theory, which asserts that the way in which a student is labeled is dependent on the social context of the student. The subject, a biracial 14-year-old in an alternative school in Tennessee, had been expelled from her regular eighth-grade class because of her disruptive behavior. The student recounts examples of racial discrimination by teachers and other students at the predominantly white school to which she had been assigned, and the behavior of classmates who would set her up for confrontations. Following her transfer to the alternative school, the student reverted to being the cooperative and able student she had been before her enrollment in the predominantly white school. Important to the history of this student is that when she attended a neighborhood school close to the housing project in which she lived, she was not labeled a troublemaker. When she was accepted, she was not forced to behave in a rebellious way. Her experiences highlight the importance of teacher sensitivity to student circumstances. An interview transcript is appended. (Contains 56 references.) (SLD)

ED 375 214 UD 030 109

Sanders, Jo
Lifting the Barriers. 600 Strategies that Really Work To Increase Girls' Participation in Science, Mathematics and Computers.
PUB DATE- 94
NOTE- 103p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; Access to Education; *Computer Attitudes; Educational Practices; Elementary Secondary Education; Equal Education; *Females; Interests; *Mathematics Education; Parent Participation; *Participation; Positive Reinforcement; Resource Materials; *Science Education; Sex Bias; Sex Differences; Sex Stereotypes; Teaching Methods
IDENTIFIERS- *Active Teaching Behaviors; *Computer Equity

From 1990 to 1993, 200 educators, primarily classroom teachers of computers, mathematics, and science, participated in the Computer Equity Expert Project. After a seminar on gender equity in these fields, the educators returned to their schools and taught workshops to their colleagues. Together, workshop participants and their colleagues developed strategies to increase the participation of girls in mathematics, science, and computer fields. These strategies are presented, along with their underlying principles, which are: (1) focus specifically on girls; (2) design activities around girls' interests; (3) emphasize usefulness; (4) highlight the social aspect; (5) watch language for sex stereotypes; (6) eliminate biased

Education; Elementary Schools; Elementary School Students; Federal Programs; High Risk Students; *Instructional Effectiveness; Interviews; Parent Participation; School Districts; Staff Development; Student Characteristics; Teaching Methods; Teamwork; *Urban Schools
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1; Exploratory Studies; Hawkins Stafford Act 1988; *Philadelphia School District PA

In December 1989, the School District of Philadelphia (Pennsylvania) and Research for Better Schools, Inc., with the support of the Pennsylvania State Department of Education, initiated a collaborative 2-year study of the district's Chapter 1 schoolwide projects. This report presents findings from the study of Spring Garden Elementary School (grades K through 5), one of the schoolwide projects initiated in 1988. Section I describes what it means to be involved in a schoolwide project, on the basis of interviews with principal and staff and observations. Section II presents an overview of current instructional practice on the basis of visits to eight classrooms and interviews with eight teachers over a 2-day observation period. Section III explores the instruction received by three Spring Garden students over a given school day. Section IV describes the reflections of evaluators about the process, comments on staff's and parents' energy and interest in improvement, and highlights some challenges for the future. Eleven tables present study data, and an appendix contains the daily schedules of the three students. (SLD)

ED 375 234   UD 030 137

An Exploratory Study of a Chapter 1 Schoolwide Project and Current Instructional Practice. Walton Elementary School, School District of Philadelphia.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.; Philadelphia School District, Pa.
PUB DATE- 30 Jun 90
NOTE- 76p.; For related documents, see ED 342 874 and UD 030 135-136.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Case Studies; Classroom Observation Techniques; *Compensatory Education; *Curriculum Evaluation; Educational Environment; Educational Improvement; *Educationally Disadvantaged; Elementary Education; Elementary Schools; Elementary School Students; Federal Programs; High Risk Students; *Instructional Effectiveness; Interviews; Nontraditional Education; Parent Participation; School Districts; Teaching Methods; *Urban Schools
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1; Exploratory Studies; Hawkins Stafford Act 1988; *Philadelphia School District PA

In December 1989, the School District of Philadelphia (Pennsylvania) and Research for Better Schools, Inc., with the support of the Pennsylvania State Department of Education, initiated a collaborative 2-year study of the district's Chapter 1 schoolwide projects. This report presents findings from the study of Walton Elementary School (grades K through 5), one of the schoolwide projects initiated in 1988. Section I describes what it means to be involved in a schoolwide project on the basis of interviews with the principal and staff and observations. Section II presents an overview of current instructional practice on the basis of visits to eight classrooms and interviews with eight teachers over a 2-day

Morrison, Carol A.; Fitzpatrick, Steven J.
Direct and Indirect Equating: A Comparison of Four Methods Using the Rasch Model.
PUB DATE- May 92
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Computer Simulation; *Equated Scores; Error of Measurement; *Item Response Theory; Scaling; Statistical Studies; Test Format; Test Theory
IDENTIFIERS- Anchor Tests; Calibration; Major Axis Equating; *Rasch Model

An attempt was made to determine which item response theory (IRT) equating method results in the least amount of equating error or "scale drift" when equating scores across one or more test forms. An internal anchor test design was employed with five different test forms, each consisting of 30 items, 10 in common with the base test and 5 to 10 in common with one or more other forms. Simulated data were generated for each using the Rasch model. Using one form as the base test, each of the others was equated directly to the base test and equated through one or more others to the base test. Equating methods examined were: (1) concurrent calibration; (2) equating constant procedure; (3) major axis procedure; and (4) fixed bs procedure. When equating error was assessed, it was found that concurrent calibration resulted in the least amount of equating error overall. When concurrent calibration is not feasible, results indicate that major axis equating results in the least amount of equating error when equating across one or more forms. (Contains 5 references, 6 tables, and 1 figure.) (Author/SLD)

ED 375 153 TM 022 102

Bene, Nancy H.; And Others
Validity Studies of UT Austin Tests for Use in Credit by Examination in "Cellular and Molecular Biology" (BIO 302) and "Structure and Function of Organisms" (BIO 303) Summer 1991.
PUB DATE- Mar 92
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Biology; College Credits; *College Students; Cutting Scores; Decision Making; *Equivalency Tests; Grades (Scholastic); Higher Education; *Scores; Statistical Analysis; Summer Schools; *Test Validity
IDENTIFIERS- *University of Texas Austin

The Measurement and Evaluation Center conducted two validity studies designed to determine the test scores to be used by the Division in making decisions about credit by examination at the University of Texas Austin (UT Austin) in Biology 302, Cellular and Molecular Biology, and Biology 303, Structure and Function of Organisms. Seventy-nine summer-term students in Biology 302 took the UT Austin Test for Credit in Biology as part of their final examination. In Biology 303, Structure and Function of Organisms, 68 students took the UT Austin Test for Credit. Analysis of these results and course grades for students resulted in a recommendation that 31 be the decision score for students in the C range in Biology 302 and that 39 be the decision score for students in the C range in Biology 303. Scores for A and B grades are also recommended for each test. Seven tables present scores and findings. (SLD) opportunity to learn the skills needed for success in school and the workplace. Extra funding that is needed in high poverty schools could become part of the state's new foundation supplements. The idea of foundation financial support of foundation-skills development, as defined, might help insure adequate funding. Casting the need for foundation support of foundation skills as a serious economic problem may help motivate the public to solve it. Two tables illustrate the discussion. (Contains 15 references.) (SLD)

ED 375 174 TM 022 183

Silvestro, John R.; And Others
Long-Term Stability of Teacher Certification Test Objective Job Analysis Ratings.
PUB DATE- 94
NOTE- 7p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary School Teachers; Elementary Secondary Education; *Job Analysis; Knowledge Level; Public Schools; *Rating Scales; *Reliability; Secondary School Teachers; Surveys; Teacher Attitudes; *Teacher Certification; Test Construction; *Test Results
IDENTIFIERS- *Illinois Certification Testing System; *Objective Analysis; Subject Content Knowledge

Public school ratings of the importance of subject-matter test objectives associated with teacher certification tests were examined by means of a job-analysis survey conducted in 1986 and a similar survey conducted in 1993. It was predicted that there would be a high degree of change in the importance ratings assigned to these test objectives reflecting the curriculum changes that had taken place over this 7 year period. Objectives examined were those of the Illinois Certification Testing System Surveys, which were sent to over 13,000 public school educators in 1986 (82% response rate) and approximately 9,000 educators in 1993 (77% response rate). The job-analysis results, contrary to expectation, suggest that the body of knowledge that classroom teachers deem important for teachers to know to perform effectively may not change as rapidly as might be expected, and that teachers may not change their priorities and incorporate new recommendations promptly. The study further suggests that there may be, within each subject-matter field, core knowledge that educators think is valuable for the student to learn, even in the face of continually involving instructional methodology that is characteristic of each subject-matter discipline. Test objectives are likely to reflect this core knowledge. One table lists rated objectives. (Contains 6 references.) (SLD)

ED 375 175 TM 022 185

Barley, Zoe A.; Jenness, Mark
The Role of Evaluation in Systemic Change in Education.
PUB DATE- Apr 94
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

Korean Culture; *Learning Activities; Lesson Plans; Mexican Americans; Minority Groups; Parent Participation; *Preschool Children; School Activities; Units of Study
IDENTIFIERS- Diversity (Groups); Learning Tree; Southeast Asians; Thai People

This book documents a portion of The Learning Tree program, which develops cultural awareness. It provides activities, written from practical experience, that are designed to give children their first contact with the customs of other cultures. These activities are for teachers to share with preschool-, kindergarten-, and primary-school-age children. Each unit has been reviewed by a native of that culture to make sure that the material is as authentic as possible and does not promote stereotypes. The program examines and shares the lifestyles, foods, and customs of various cultures. This hands-on approach is used in all the activities. Children also role-play the customs and lifestyles they learn about, using clothing, household items, tools, pictures, and other artifacts to add reality to the dramatization. Parents also share information about their own cultural backgrounds. Units include the following cultures: African and African American; American Indian; Chinese and Chinese American; Japanese and Japanese American; Korean and Korean American; Mexican and Mexican American; Thai; and Southeast Asian. (GLR)

ED 375 195 UD 030 027

"Creating Unity from Diversity: Finding Our Commonalities, Respecting Our Differences." Presenter Abstracts of the Annual National Conference of the National Multicultural Institute (9th, Washington, D.C., May 19-22, 1994).
PUB DATE- May 94
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Abstracts; Conflict Resolution; *Cross Cultural Training; *Cultural Awareness; Cultural Differences; Curriculum Development; Elementary Secondary Education; Homosexuality; Immigrants; *Multicultural Education; Psychological Testing; Racial Differences; *Racial Discrimination; *Refugees; Work Environment
IDENTIFIERS- Commonality; *Diversity (Groups)

This is primarily a collection of abstracts for training workshops for professionals in the field of multicultural education. The abstracts are: (1) "An Exploration of the Unspoken: A Group Relations Approach to Multicultural Dialogue" (Zachary G. Green); (2) "Exploring Our Cultural Assumptions" (Daniel Rivera); (3) "Challenging Homophobia: Perspectives from the Multicultural Gay Community" (Bonnie Berger); (4) "On Race and Racism" (Lauren N. Nile); (5) "Strategic Cultural Change: Creating High Performing Inclusive Organizations" (Judith H. Katz); (6) "From Dominance to Diversity: Creating a New Paradigm for the Workplace" (Kathleen Saadat and Gary Howard); (7) "Cross-Cultural Training and Diversity Training: What Difference Does It Make? (Johnnie H. Miles and Sandra M. Fowler); (8) "Psychological Testing with Civil War Refugees from Central America and Africa" (Sara Nieves-Grafals); (9) "Refugee Mental Health: A Case Study Seminar on Clinical Interventions and Research Validity" (Robert S. McKelvey and Kim Pham); (10) "Treatment of Post-Traumatic Stress Disorder in the Arab-American Community" (Nuha Abuddabbeh); (11) "Toward a Psychology of Difference" (Jean Lau Chin); (12) "A Holistic Approach to Multicultural Education" (Deborah A. Batiste and practices; (7) spread the word; and (8) do it all again next year. Strategies based on these principles are presented for classroom use, extracurricular activities, educational policy, and outreach efforts. Fourteen resources are listed for educator use. (SLD)

ED 375 215   UD 030 110

Villarruel, Francisco A., Ed.; Lerner, Richard M., Ed.
Promoting Community-Based Programs for Socialization and Learning. New Directions for Child Development Series, Number 63.
PUB DATE- 94
NOTE- 93p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Development; *Community Programs; Computer Uses in Education; Context Effect; Curriculum Development; *Disadvantaged Youth; Educational Environment; Educational Innovation; Elementary Education; Hispanic Americans; *Learning; *Nonschool Educational Programs; *Program Development; *Socialization; Urban Areas; Urban Schools

Chapters in this volume describe and analyze distinct types of programs that seek to promote knowledge, competence, and a sense of belonging for diverse youth in environments that permit children's socialization and learning. The following chapters are included: (1) "Development and Context and the Contexts of Learning" (Francisco A. Villarruel and Richard M. Lerner); (2) "Developing Math and Science Materials for School Age Child Care Programs" (Laura Martin and Carol Ascher); (3) "The Project of Learning from the Inner-City Youth Perspective" (Shirley Brice Heath); (4) "A Computer-Oriented After-School Activity: Children's Learning in the Fifth Dimension and La Clase Magica" (Miriam W. Schustack, and others); (5) "On the Edge of School: Creating a New Context for Students' Development" (Thomas Hatch, and others); and (6) "Aspirations of Low-Income Mexican American and European American Parents for Their Children and Adolescents" (Catherine R. Cooper, and others). Includes an index. (SLD)

ED 375 216   UD 030 112

Quint, Sharon
Schooling Homeless Children: A Working Model for America's Public Schools.
PUB DATE- 94
NOTE- 175p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Research/Technical (143)
DESCRIPTORS- Administrator Effectiveness; Case Studies; *Children; Disadvantaged Youth; Educational Change; Elementary Education; High Risk Students; *Homeless People; Instructional Leadership; Minority Groups; Models; Parent School Relationship; *Principals; *Public Schools; *School Restructuring; Social Problems; Social Status; Strategic Planning; Teaching Methods; *Urban Schools
IDENTIFIERS- *Seattle Public Schools WA

This book describes how an urban public school assumed ownership observation period. Section III explores the instruction received by three Walton students over a given school day. Section IV describes the reflections of evaluators about the process, comments on the team spirit and professionalism evident among the teachers, and highlights some challenges for the future. Eleven tables present study data, and an appendix contains the daily schedules of the three students. (SLD)

ED 375 235 UD 030 138

Williams, Belinda; Newcombe, Ellen
Can All Children Learn?
PUB DATE- 94
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Ability; Case Studies; Cultural Differences; Curriculum Development; *Decision Making; *Disadvantaged Youth; Elementary Secondary Education; Expectation; *High Risk Students; *Learning; Models; *Student Characteristics; Urban Schools
IDENTIFIERS- Research for Better Schools Incorporated; Resilience (Personality); *Urban Learner Framework

Research for Better Schools, Inc., Philadelphia (Pennsylvania) is engaged in an effort to put meaning behind the words "all children can learn" by charting guidelines for the work it takes to change urban education. The result is a decision-making strategy, the Urban Learner Framework (ULF), which focuses on the education or teaching and learning requirements of urban students and leads to systemic change in urban school districts. The case study of an urban student illustrates the mismatch between the capabilities the child brought to school and the school's ability to respond. The student had strengths the school failed to support. The ULF is a tool for making connections between the abilities children bring to school and the school's expectations for new learning. The new vision of the urban learner focuses on the following areas: (1) cultural differences; (2) unrecognized abilities and underdeveloped potential; (3) enhancement of ability through motivation and effort; and (4) resilience. The framework should be implemented in the school through curriculum, instruction, assessment, staff development, changes in the school environment, and effective management. Using the ULF requires changes in both attitudes and teaching styles. (Contains 26 references.) (SLD)

ED 375 236 UD 030 139

Organizing a Knowledge Base for Urban School Restructuring. Restructuring To Educate the Urban Learner. A Decisionmaking Framework.
PUB DATE- 92
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Ability; Administration; Curriculum Development; *Decision Making; *Educational Change; Educational Environment; Educational Practices; Elementary Secondary Education; Knowledge Level; Models; *School Restructuring; Staff Development; *Student Characteristics; *Urban Education; Urban Schools; Urban Youth
IDENTIFIERS- Research for Better Schools Incorporated; Resilience (Personality); *Urban Education Restructuring Framework

ED 375 154 TM 022 103

Trent, Lynn M.; And Others
Two-Semester Validity Study of the Use of the College Board Achievement Test in Mathematics Level 1 for Placement into M 403K at UT Austin. Fall 1988 and Spring 1989.
PUB DATE- Mar 92
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Achievement Tests; College Faculty; *College Students; Cutting Scores; *Decision Making; Grades (Scholastic); Higher Education; *Mathematics; Scores; Statistical Analysis; *Student Placement; *Test Use; Test Validity
IDENTIFIERS- College Board Achievement Tests; *University of Texas Austin

At the request of the Department of Mathematics at the University of Texas Austin (UT Austin), the Measurement and Evaluation Center conducted a validity study to assist in revising the department's placement policy for Mathematics 403K (M 403K). The existing decision score on the College Board Achievement Test in Mathematics Level 1 (460) was causing unacceptable placement error. Data, including Achievement Test scores and final course grades, were analyzed for 1,337 fall semester students and 781 spring semester students. A recommendation was made that the decision score of 460 be changed to 530. Faculty representatives subsequently lowered the decision score to 480, although students with scores from 480 to 520 were advised that completing an algebra course prior to enrolling in M 403K would probably improve their grades. Eight tables present analysis data. (SLD)

ED 375 155 TM 022 105

Wilson, Harry E.
Ethics in Testing.
PUB DATE- 93
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Collected Works - Serials (022)
DESCRIPTORS- Academic Achievement; Accountability; Administrators; Boards of Education; Codes of Ethics; Educational Policy; Elementary Secondary Education; *Ethics; *Government Role; Incentives; Public Schools; School Districts; *Standardized Tests; State Government; *State Programs; *Testing Programs; Test Results; *Test Use
IDENTIFIERS- *North Carolina Statewide Testing Program; Test Security

The North Carolina statewide testing program is designed to determine and ensure the competence of high school graduates, evaluate the educational process, and provide public accountability for educational results. There is little law to guide school administrators in dealing with various ethical issues in statewide testing, but there are some laws that provide ways of dealing with unethical behaviors. School boards should adopt codes of ethics for dealing with standardized tests, and it should be possible to dismiss a teacher if unethical use of test material can be established. Any disciplinary action customarily used in the school district can

PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; Comparative Analysis; Constructivism (Learning); Cooperation; *Educational Change; Elementary Secondary Education; Evaluation Needs; *Evaluation Utilization; *Local Issues; Mathematics; Outcomes of Education; *School Districts; School Restructuring; Science Education; *Standards; Test Construction
IDENTIFIERS- *Michigan Statewide Systemic Initiative; Reform Efforts; Stakeholders; *Systemic Change

The current wave of reform in education, often referred to as systemic change, requires specific evaluation needs, especially at the school district level. Evaluation must address both the local district effort for systemic reform and restructuring. The state and national need to demonstrate accomplishment of student outcomes and adherence to professional standards should be taken into consideration. As evaluators of the Michigan Statewide Systemic Initiative (MSSI), a National Science Foundation sponsored program for reform of mathematics and science education, the authors operate under the premises that everyone is a stakeholder in the evaluation and that all stakeholders need to be actively and collaboratively involved. A collaborative, constructivist approach to evaluating the MSSI gives due consideration to the statewide and local interests. The authors used variables related to knowledge accessibility, the press for achievement, and professional teaching conditions to construct seven instruments for evaluation to allow the district to compare itself to similar districts. One table lists the variables. (Contains 30 references.) (SLD)

ED 375 176 TM 022 186

Stevens, Carla J.; And Others
Evaluation of the Even Start--Padres y Progreso Program in the Houston Independent School District.
PUB DATE- Apr 94
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Achievement Gains; *Adult Literacy; Child Development; *Early Childhood Education; Educational Finance; *English (Second Language); National Programs; *Parent Education; Parenting Skills; Parents; Program Evaluation; *School Readiness; Second Language Learning; Vocabulary
IDENTIFIERS- Comprehensive Adult Student Assessment System; *Even Start; *Houston Independent School District TX; Padres y Progreso Program TX

The Even Start-Padres y Progreso program is a nationally funded program designed to prepare young children to enter school by not only offering early childhood education, but also assisting their families with adult literacy and English as a Second Language (ESL), parenting-skills training, and employment-skills training. An evaluation of the program was conducted in the Houston (Texas) Independent School District at an elementary school. At the end of the first year of implementation, test results for a sample of 50 parents indicated that the parents improved in literacy and life skills as measured by the Comprehensive Adult Student Assessment System (CASAS), and the children improved in developmental

Pamela C. H. Harris); (13) "Research Findings in Multicultural Education" (Carlos F. Diaz); (14) "Infusing Diversity Perspectives into the Curriculum" (Sandra D. Mangano); (15) "International and Inter-Ethnic Conflict Resolution" (John McDonald and Louise Diamond); and (16) "Community Policing: Forging Partnerships with Diverse Neighborhoods" (Al Dean, and others). Contains 52 references. (SLD)

ED 375 196 UD 030 029

Daro, Deborah; And Others
Preventing Child Abuse: An Evaluation of Services to High-Risk Families.
PUB DATE- May 93
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adults; *At Risk Persons; Behavior Change; *Child Abuse; Child Neglect; Children; Comparative Analysis; Counseling Techniques; Economic Factors; *Family Programs; Grants; Home Visits; Incidence; Intervention; Interviews; *Parent Education; *Prevention; Program Evaluation; *Services
IDENTIFIERS- *Pennsylvania (Philadelphia)

In 1988 the William Penn Foundation awarded nearly $6 million to agencies in the Philadelphia (Pennsylvania) area for a variety of programs aimed at preventing child abuse. The 4 programs selected targeted parents who most needed but were least likely to have access to parent education and support services. The Foundation appointed the National Committee for Prevention of Child Abuse (NCPCA) to evaluate this multifaceted initiative. The NCPCA measured behavioral change in clients, investigated the way each agency carried out its programs, and prepared a detailed report, summarized by this report. Client-impact findings were based on pretesting and posttesting of 1,078 adults who received services, in-depth interviews with 91 of these clients 3 months after termination of services, in-depth interviews with 31 considered at particularly high risk, and pretests and posttests of 133 children and 102 adult caregivers. The NCPCA found that all the funded programs were effective in reducing the incidence of child abuse. Based on these findings, the Foundation renewed many of its grants. Ten charts summarize evaluation findings. Appendixes list grantees, evaluation reports, risk factors, and adult functioning problems. (SLD)

ED 375 197 UD 030 086

Johnson, Vivian R.
Parent Centers in Urban Schools: Four Case Studies. Report No. 23.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 94
NOTE- 69p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Case Studies; Day Care; Elementary Education; *Family School Relationship; Home Visits; Interpersonal Competence; Junior High Schools; *Outreach Programs; Parent Participation; School Community Relationship; *Urban Schools
IDENTIFIERS- *Parent Child Centers

In efforts to make parents feel more welcome at school and to of the problems of its homeless students and their families and assumed responsibility for correcting social ills and building a better society. The B. F. Day School in Seattle (Washington) was transformed through the efforts of the principal, Carole Williams. When she took over the office, the school comprised two separate and unequal programs, an alternative program for kindergarten through fifth grade for gifted students, called "Orca," and a separate program for emotionally and socially needy children of color at risk for failure. With a new vision, the principal and her staff developed a new program, Kids Organized on Learning in School, focusing on schooling and on housing and jobs. With cooperation from the community, businesses, and the local university and high schools, the school changed from an educational institution of limited effectiveness to an educational and social-service agency with coherent long-term and short-term goals. The story of this school provides a model for urban educational change. (Contains 128 references.) (SLD)

ED 375 217   UD 030 113

Small Schools and Savings: Affordable New Construction, Renovation and Remodeling.
SPONS. AGENCY- EXXON Education Foundation, New York, N.Y.
PUB DATE- Dec 92
NOTE- 62p.; For related documents, see UD 030 114-115.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Cost Effectiveness; *Economic Factors; Educational Change; *Educational Facilities Improvement; Educational Facilities Planning; Effective Schools Research; Elementary Secondary Education; School Construction; School Restructuring; *School Size; Site Selection; *Small Schools; Trend Analysis; *Urban Schools
IDENTIFIERS- Chicago Public Schools IL; *New York City Board of Education

"Small Schools and Savings" rebuts the presumption that capital costs of school planning and construction render small schools uncompetitively expensive. Specific options are outlined that can help small schools be cost effective. The false logic of borrowing economies-of-scale arguments from the factory model and applying them to building schools is contradicted through an investigation that shows countervailing economies in a flexible, adaptive approach to school planning, siting, and organization. Specific potential savings opportunities that are advocated center on (1) the use of smaller sites; (2) renovation of an existing abandoned or underused building; (3) collaboration with other public agencies to incorporate smaller schools in multiuse facilities; and (4) integration with private or public sector construction or renovation projects or negotiation to include a school in construction or renovation of low-rise housing. It is unnecessary and inconsistent with new insights about urban education to continue building new, too-large buildings dedicated to schools. Two appendixes consider school size and achievement and findings from a Chicago (Illinois) study, and a third contains a 72-item bibliography. (SLD)

ED 375 218   UD 030 114

Small Schools' Operating Costs: Reversing Assumptions about Economies of Scale.
SPONS. AGENCY- EXXON Education Foundation, New York, N.Y.; New

The Urban Education Project developed by Research for Better Schools, Inc., has focused on meeting the needs of urban students in a changing and demanding society. In the second contract year of a 5-year contract, the project developed the Urban Education Restructuring Framework by categorizing relevant literature and school-oriented experiences into four themes to guide restructuring decision making. These themes, cultural diversity and learning, unrecognized abilities and underdeveloped potential of urban students, enhancement of ability development through motivation and effort, and resilience, constitute a new vision of the urban learner. The new vision is then integrated with the following areas that are central to the functioning of schools: (1) curriculum, instruction, and assessment; (2) staff development; (3) school environment; and (4) effective management. Urban students should not be seen as the problem, they should be viewed as a major ingredient of the solution to the problems of educational achievement, a strong economy, and a productive society. One figure illustrates the discussion. (Contains 27 references.) (SLD)

ED 375 237 UD 030 140

Restructuring To Educate the Urban Learner: A Decisionmaking Framework. Study Guide. An Invitation To Dream, Think and Learn.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 32p.; For related documents, see UD 030 122 and UD 030 139.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Ability; Cultural Differences; *Decision Making; *Educational Change; Educational Innovation; Elementary Secondary Education; Knowledge Level; Models; Resource Materials; *School Restructuring; *Student Characteristics; Student Motivation; Study Guides; Urban Schools; *Urban Youth
IDENTIFIERS- Research for Better Schools Incorporated; Resilience (Personality); *Urban Education Framework

The Urban Education Project developed by Research for Better Schools, Inc., has focused on meeting the needs of urban students in a changing and demanding society by creating the Urban Education Framework, which presents a new vision of the urban learner as culturally diverse, capable, motivated, and resilient. This vision suggests that urban educators build on the strengths of the urban learner. This study guide contains a series of readings that can help educators prepare for the restructuring that is necessary to address the needs of the urban learner. Questions follow each of the following selections: (1) "Russell: A Maverick?" (case study); (2) "Cultural Diversity and Learning"; (3) "Unrecognized Abilities/Underdeveloped Potential"; (4) "Enhancing Ability Development through Motivation and Effort"; and (5) "Resilience." One figure illustrates the restructuring model. Contains a 96-item bibliography that provides suggestions for further reading. (SLD)

ED 375 238 UD 030 141

Austin, Susan; And Others
An External View of a State-Sponsored Urban School Improvement

be used if an employee violates test security. School board policy must determine whether an administrator or school can properly offer incentives to teachers on the condition that their classes perform well on standardized tests. Such incentives are not necessarily unethical, but must be examined carefully. An appendix contains pertinent North Carolina state law related to testing. (SLD)

ED 375 156   TM 022 106

Rocco, John A.; And Others
Assembly Education Committee Report on the New Jersey Skills Testing Program Pursuant to AR-113.
PUB DATE- 17 May 93
NOTE- 9p.; For a related document, see TM 022 107.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accountability; Achievement Tests; *Basic Skills; Cost Effectiveness; *Educational Change; Elementary Secondary Education; Remedial Instruction; Standards; *State Programs; Student Motivation; Student Placement; *Testing Programs; Test Use
IDENTIFIERS- *New Jersey; Reform Efforts; State Legislatures

The New Jersey Assembly Education Committee studied the development and administration of the New Jersey Department of Education's skills testing program. A committee meeting received testimony about the program and reviewed correspondence. The committee has found that the academic standards of the state must be raised and that a high school proficiency test is essential to this goal. Accountability, student motivation, instructional reform, and the improvement of basic skills performance are outcomes expected from the high school proficiency test. The Committee finds testing in eleventh grade to be rather late, limiting chances for remediation. Testimony on efforts to develop a high school proficiency test for the state has led the Committee to the conclusion that a commercially developed test might save the state money. A commercial test would also allow the public to see how students measure up nationally and internationally. Potential legal challenges are reviewed, and a merger of the high school proficiency test and College Basic Skills Placement Test is suggested. Establishment of a bipartisan committee on testing issues is also recommended. (SLD)

ED 375 157   TM 022 107

Committee Meeting of Assembly Education Committee "To Receive Testimony from the Commissioner of Education, Mary Lee Fitzgerald, Department Staff, and Others Concerning the Department's Skills Testing Program, Including the Early Warning Test and High School Proficiency Test, Pursuant to Assembly Resolution No. 113."
PUB DATE- 19 Apr 93
NOTE- 209p.; For a related document, see TM 022 106. Some pages may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Accountability; Achievement Tests; *Basic Skills; Cost Effectiveness; *Educational Change; Elementary Secondary Education; Grade 8; Legislation; Remedial Instruction; Standards; *State Programs; Student Motivation; Student Placement; Testing Problems; *Testing Programs; Test Use

ability and preparedness for school as measured by the Pre-School Inventory (PSI) and in English-vocabulary acquisition as measured by the Peabody Picture Vocabulary Test-Revised (PPVT-R). Five tables present study findings. (Contains 31 references.) (SLD)

ED 375 177 TM 022 187

Kominski, Robert; Adams, Andrea
Educational Attainment in the United States: March 1993 and 1992.
PUB DATE- May 94
NOTE- 169p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Age Differences; *Census Figures; *Educational Attainment; Elementary Secondary Education; Ethnic Groups; Geographic Regions; Higher Education; Hispanic Americans; Labor Force; *Racial Differences; *Sex Differences; Statistical Analysis; Tables (Data)
IDENTIFIERS- *Current Population Survey

This report contains data on the educational attainment of persons in the United States from the Current Population Surveys conducted by the Bureau of the Census in March 1992 and 1993. Summary data on educational attainment by age, sex, race, and Hispanic origin are shown for both years in Table 1. Other detailed data are shown for 1993 in tables 2 through 16. These tables allow the continuation of the biennial series of data from previous reports. Tables 17, 18, and 19 contain time series of data from 1940 to 1993. The detailed tables present data on educational attainment for persons aged 15 and older by age, sex, race, Hispanic origin, marital status, labor force status, occupation, income, earnings, and region of residence. Summary data are also presented for states and large metropolitan areas. Data indicate that four-fifths of adults have completed high school, and that over one-fifth have completed college. Educational levels of the population as a whole continue to rise, but there are variations by race and ethnicity. Five text tables, four figures, and 19 detailed tables present census figures. Nine tables in two appendixes contain additional details. (SLD)

ED 375 178 TM 022 188

Results of the Missouri Mastery and Achievement Tests (MMAT), 1993. 1993 Summary Report.
PUB DATE- 93
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Achievement Gains; *Achievement Tests; *Criterion Referenced Tests; Educational Trends; Elementary Secondary Education; English; Language Arts; *Mastery Tests; Mathematics; Scoring; Social Studies; Standardized Tests; *State Programs; Student Evaluation; *Testing Programs; *Test Results
IDENTIFIERS- *Missouri Mastery and Achievement Tests

For the past seven years, Missouri has been administering the Missouri Mastery and Achievement Tests (MMAT) to fulfill the requirements of the Excellence in Education Act of 1985. The MMAT, as a criterion-referenced test, can measure student progress on specific key skills over time. This summary presents results of the spring 1993 administration of the MMAT for grades 3, 6, 8, and 10. Data for grades 3 and 6 are based increase their involvement, a number of schools are creating parent centers--providing parents with a room of their own in the school. Part I of this report examines the role of parent centers in strengthening family-school relationships through case studies of four parent centers in urban schools, three elementary and one junior high. The case studies illustrate how parent centers are created and developed, the types of projects and programs they develop and implement, the dynamics through which they work to achieve family-school partnerships, and effects on children's academic and social success. In Part II, cross-site analyses of the case study information combined with the survey information are conducted to examine the links that exist between the work of parent centers and Federal, state, and local policies pertaining to school-family relationships. In Part III, the policy implications of parent centers are drawn in four areas: child care, integrated services, teacher outreach to parents, and home visits. Appendixes contain six graphs describing programs. (Contains 21 references.) (Author)

ED 375 198 UD 030 093

Knauft, E. B.
America's Teenagers as Volunteers.
SPONS. AGENCY- Metropolitan Life Foundation.
PUB DATE- 92
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; Experience; High Schools; *High School Students; Interviews; Public Service; *Religious Cultural Groups; *Student Volunteers; Surveys; Values; *Volunteers; *Youth Programs

Two national in-home interview surveys conducted by the Gallup Organization and information from a national workshop conference attended by 70 teen volunteers from 28 states and 200 teachers and adult leaders indicate that about three-fifths of youth aged 12 to 17 volunteer an average of just over 3 hours a week. The most frequent volunteer activities are those sponsored by religious organizations, youth development groups, and schools; these are supplemented by informal volunteering on an individual basis. Teens most often become involved by being asked or because a friend or relative was involved or benefitted from the activity. The most active teen volunteers have had positive early childhood experiences relating to volunteering and involvement before age 11. They are likely to be active members of a church or synagogue and to have a value system that emphasizes helping others. School-sponsored community youth service programs are increasing. Students generally do not react negatively to school service requirements. Volunteering during the teen years tends to lead to volunteering in adulthood. Four graphs describe volunteer activities. (Contains 6 references.) (SLD)

ED 375 199 UD 030 094

Roth, Byron M.
Prescription for Failure: Race Relations in the Age of Social Science. Studies in Social Philosophy. No. 18.
PUB DATE- 94
NOTE- 402p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)

York Community Trust, N.Y.
PUB DATE- Dec 92
NOTE- 111p.; For related documents, see UD 030 113-115.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Administration; *Cost Effectiveness; Educational Change; Educational Facilities Design; Effective Schools Research; Elementary Secondary Education; Nontraditional Education; *Operating Expenses; Outcomes of Education; Public Schools; Resource Allocation; School Restructuring; *School Size; *Small Schools; Teacher Participation; *Urban Schools
IDENTIFIERS- *Economies of Scale; *New York City Board of Education; Reform Efforts

This volume addresses the feasibility of operating small schools as the mainstay of the public school system. Research evidence indicates that small schools are associated with better student outcomes and that they make personal attention, academic focus, and experiential curricula possible. The premise that small schools are more expensive has always been false. No research evidence supports the claim that large schools of the sizes found in New York (1,500 to 4,000 students) achieve operational-cost efficiencies sufficient to justify their existence or to offset their educationally damaging inefficiencies. Studies show penalties of scale in large schools, and disproportionate increases in management costs. Small schools are economically feasible for New York City if barriers to change are overcome. Strategies are proposed for direct cost savings through restructuring and additional teacher involvement. Seventeen tables and two figures illustrate the discussion and provide cost figures. Five appendixes present additional detail, and a sixth comprises a 71-item bibliography. (Contains 46 references.) (SLD)

ED 375 219 UD 030 115

New Schools for New York. Plans and Precedents for Small Schools.
PUB DATE- 92
NOTE- 197p.; For related documents, see UD 030 113-114.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Architectural Research; Cost Effectiveness; Educational Change; Educational Environment; *Educational Facilities Design; Elementary Secondary Education; Neighborhood Schools; School Restructuring; *School Size; Site Selection; *Small Schools; *Urban Schools
IDENTIFIERS- New York City Board of Education

This study illustrates with specific designs how the city might meet two critical educational objectives in its first program of new school construction in many years. The study designs show how New York might build schools small enough to meet criteria for effective learning environments and how these small schools might be closely integrated with their communities. Following an introduction by Rosalie Genevro, two essays discuss the aims and implementation of this study: "Advocacy and Architecture" by Jeanne Silver Frankl and "The New Small Schools for New York Design Study" by Rosalie Genevro. The six neighborhood architectural and educational programs developed through the study are then profiled and amply illustrated. A final essay, "Building and Learning," by Anne E. Riselbach, expands the analysis of the development of school design in New York City. Drawings and texts are the

Initiative.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 1 Jun 89
NOTE- 16p.; For related document, see UD 030 161.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Change; *Educational Improvement; Educational Objectives; Educational Planning; Elementary Secondary Education; Expectation; Financial Support; *Local Issues; Long Range Planning; *School Restructuring; State Aid; *State Programs; Urban Education; *Urban Schools; Urban Youth
IDENTIFIERS- Goal Based Planning; New Jersey; *Operation School Renewal NJ; Research for Better Schools Incorporated

This paper presents a set of general observations about state-sponsored school improvement initiatives with data from several sources. One major source is the Research for Better Schools, Inc., Philadelphia (Pennsylvania), implementation study, "Facing the Challenge: Selected Programs and Practices of the Urban Initiative's Operation School Renewal" that focused on New Jersey schools. Other sources include informal school-district contacts, analysis of district and school-improvement plans, and an analysis of a New Jersey Department of Education urban initiative called Operation School Reform (OSR). The first section of the paper defines and describes the key elements of OSR. The second section presents general observations and implications related to the planning process, program implementation, and the technical and financial assistance provided by the state. The final section provides a set of recommendations concerning the design and implementation of future state-sponsored urban school-improvement efforts. Recommendations can be grouped into the following sets: (1) negotiate expectations; (2) respond to local variability; and (3) provide funds according to plan. (Contains 2 references.) (SLD)

ED 375 239 UD 030 143

Kaplan, Tom
WISKIDS Count Data Book 1994: A Portrait of Child Well-Being in Wisconsin.
SPONS. AGENCY- Annie E. Casey Foundation, Greenwich, CT.
PUB DATE- 94
NOTE- 185p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Books (010),Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Child Abuse; Child Health; Child Neglect; *Children; *Child Welfare; Demography; Early Parenthood; Elementary Secondary Education; Ethnic Groups; *Family Income; Local Government; One Parent Family; *Poverty; Racial Differences; Socioeconomic Status; Tables (Data); *Well Being
IDENTIFIERS- *Indicators; *Wisconsin

This report on the well being of the children of Wisconsin is motivated in part by growing evidence of the adverse circumstances of many children today. The report is descriptive, rather than analytic, and does not attempt to explain relations among variables. Section 1, the introduction, is followed by county-based information in section 2 on a number of indicators of child welfare. This information is presented as percentages or rates per thousand whenever possible. Section 3 presents data on child well-being in some

IDENTIFIERS- *New Jersey; Reform Efforts; State Legislatures

The Assembly Education Committee of the New Jersey Office of Legislative Services held a hearing pursuant to Assembly Resolution 113, a proposal directing the Committee to investigate the skills testing program developed and administered to New Jersey children by the State Department of Education. The Committee was interested in the eighth-grade early warning test designed to identify students who might have problems with the proposed High School Proficiency Test. Testifying about the testing programs were: (1) Mary Lee Fitzgerald, Commissioner, New Jersey Department of Education; (2) Leo Klagholz, Assistant Commissioner, Division of Academic Programs and Standards, New Jersey Department of Education; (3) Patricia Wang Iverson, private citizen; (4) Ellen Oppenheimer, private citizen; (5) Joseph G. Rosenstein, Ph.D., Mathematics Department, Rutgers - The State University, and Director, New Jersey Mathematics Coalition; (6) Patricia Clark Kenschaft, Ph.D. Professor of Mathematics, Montclair State College and Director, Project for Resourceful Instruction of Mathematics in the Elementary School-PRIMES; and (7) Ira Sweet, teacher, guidance counselor and school psychologist in the New Jersey Public School System. Several supplemental reports and correspondence introduced by those testifying are appended. (SLD)

ED 375 158   TM 022 108

Wisconsin Statewide School Performance Report, 1992-93. Bulletin No. 94272.
PUB DATE- Feb 94
NOTE- 587p.
LANGUAGE- English
EDRS Price- MF03/PC24 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Advanced Placement; Attendance; Dropouts; *Educational Finance; *Elementary Secondary Education; Enrollment; Expulsion; Grade 3; Grade 8; Grade 10; High School Graduates; Profiles; Public Schools; *School Districts; Second Language Learning; Standardized Tests; *State Programs; Statistical Studies; Teacher Student Ratio; Testing Programs; *Test Results
IDENTIFIERS- ACT Assessment; *Wisconsin

This second statewide School Performance Report offers a snapshot of public education in Wisconsin during the 1992-93 school year. District-collected data make up the School Climate section, providing information on enrollment, attendance, suspensions, expulsions, retentions, dropouts, graduation and later education, and extracurricular and community activities. Also included are data and explanations of the Third Grade Reading Test, the Enhanced ACT assessment, and the Advanced Placement Test. Limited information is given about the new eighth- and tenth-grade examinations. The advanced coursework section includes details about advanced placement courses, the College Advanced Placement program, and courses considered advanced by the department, as well as foreign language offerings throughout the state. Two sets of information are included in the district profile text and data sections. These are staff and student ratios and credits required for high school graduation. The financial section provides information about school revenue and expenditures. The state's special-needs schools are discussed. Appendices present tables on school climate, test results, advanced coursework, district profile, and finance. A glossary is attached. (SLD) on the total population (about 50,000 for each grade), and data for grades 8 and 10 are based on about 10% of test takers. Trend data from 1991 and 1992 are also presented. Scaled scores from 1993 show a general upward trend in student performance. Scores decreased from 1991 to 1993 only for grade-6 social studies, grade-10 English/language arts, and grade-10 social studies. Key skills mastered by the typical (median) student have also increased slightly or remained stable since 1991. The MMAT continues to provide the framework for fulfilling the goals of excellence in education. Three figures and one table present study data. (SLD)

ED 375 179 TM 022 191

Weber, Susanne
Evaluation of Knowledge Structures by Procedures of Networking--in the Context of Commercial Education.
SPONS. AGENCY- Deutsche Forschungsgemeinschaft, Bonn - Bad Godesberg (West Germany).
PUB DATE- Apr 94
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Business Administration; *Business Education; *Cognitive Structures; Concept Formation; *Evaluation Methods; Foreign Countries; Knowledge Level; Measurement Techniques; *Networks; Student Evaluation
IDENTIFIERS- Networking

The networking procedure is explored as a way to describe and measure cognitive structures. A research project at Gottingen University (Germany) tried to operationalize economic contextual knowledge as a qualification for teaching in commercial (business) education. Networking was examined as a way to measure this knowledge. Each student should present his or her prior knowledge by forming a net of the concepts and relations available. Then these concepts and knowledge must be compared to an objective theory of business administration. It is further necessary to demonstrate the complex contextual structures through nets, and to use the nets to model changes. In the Gottingen study, students constructed networks at the beginning of the study and at a later time. Extent, structure, content, and stability of the nets were examined. Results suggest that the network constructing approach can display student concepts and change in knowledge. Eight figures illustrate the networking idea. (Contains 30 references.) (SLD)

ED 375 180 TM 022 192

Hymel, Glenn M.; Dyck, Walter E.
Mastery Learning Research in an International Context: Methodological Problems and Prospects.
PUB DATE- Aug 93
NOTE- 25p.; Paper presented at the Annual Meeting of the International Council of Psychologists (Montreal, Quebec, Canada, August 15-19, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Classification; *Cross

DESCRIPTORS- Academic Achievement; *Blacks; *Civil Rights; *Disadvantaged Youth; Educational Change; Educational Environment; Elementary Secondary Education; Futures (of Society); Poverty; *Racial Relations; Research Utilization; School Safety; Social Class; Social Problems; *Social Science Research; *Urban Problems; Urban Schools; Violence
IDENTIFIERS- *Afrocentrism

Progress in civil rights for black Americans does not appear to have been matched, at least in recent years, by equal progress in social harmony. It is argued that a considerable part of present racial difficulties are the result of commonly expressed understandings that are deeply flawed and that these flaws can be corrected only if social scientists are more forthright in their reporting of social science research. The growth of the black underclass represents the greatest impediment to black progress and racial harmony today. The extent to which the growth of the underclass is related to civil rights policies is explored, recognizing that these policies were based on popular understanding rather than social science research. The importance of education is explored in Chapter 9 of Part IV, "The Debilitating Triad: Crime, Illegitimacy, and Inadequate Education." Academic achievement, school funding, affirmative action, school effectiveness, and Afrocentric education are among the educational issues explored. It is concluded that no improvement in black education is ultimately possible without orderly schools and communities. (SLD)

ED 375 200 UD 030 095

Kraemer, Jacqueline
Building Villages To Raise Our Children: Collaboration. Guides to Comprehensive Family Support Services.
PUB DATE- 93
NOTE- 70p.; For related documents, see UD 030 096-100.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Guides; Change Strategies; Comprehensive Programs; *Cooperation; *Economically Disadvantaged; Elementary Secondary Education; *Family Programs; Financial Support; Governance; Guidelines; Human Services; Intervention; Parent Education; *Problem Solving; *Program Development; Program Evaluation; Resource Materials; Resource Staff
IDENTIFIERS- *Family Support; Policymakers

This six-part guide offers practical advice for the establishment and management of a family-support program, including discussions about typical problems and the ways practitioners have chosen to resolve them. This volume, Part 1, defines collaboration and draws distinctions among different collaborative stages. Topics explored include collaborative mechanisms, planning collaborations, overcoming early pitfalls, and challenges of the process. Parts 2 and 3 list common ways to implement collaboration and discuss the planning process and planning tasks. Part 4 describes and discusses strategies to overcome some common pitfalls of the process. Part 5 raises broader questions about collaboration as a long-term strategy for the reform of the system of family-support and education services. The guide concludes with a list of resources for result of exploration by 50 teams of architects, credited with their drawings. Contains 138 references. (SLD)

ED 375 220 UD 030 122

Restructuring To Educate the Urban Learner: Invited Papers.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93
NOTE- 63p.; United Education Project. For related document, see UD 030 140.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Achievement; *Cultural Pluralism; Economically Disadvantaged; *Educational Change; *Educational Improvement; Educational Planning; *Educational Quality; Elementary Secondary Education; Minority Groups; Staff Development; Student Improvement; *Urban Education; Urban Schools
IDENTIFIERS- Diversity (Student); Reform Efforts; Research for Better Schools Incorporated

The Research for Better Schools Urban Education Project provides a different framework from current education-reform efforts for restructuring urban schools and improving educational quality. This volume organizes a set of invited papers according to the Urban Learner Framework themes of cultural diversity and learning, unrecognized abilities and underdeveloped potential, enhanced achievement through motivation, and effort, and resilience. The decisionmaking framework integrates the new vision of the urban learner, as expressed in four themes with four areas central to the functioning of schools, namely: curriculum, instruction, and assessment; staff development; school environment; and management. Papers and their authors are as follows: (1) "A New Vision of the Urban Learner" (Eric J. Cooper); (2) "Cultural Compatibility and Diversity: Implications for the Urban Classroom" (Roland G. Tharp); (3) "The New Age of Discovery: The Hidden Talents of America's Urban Youth" (Ernesto M. Bernal); (4) "Enhancing Achievement through Expectation and Effort" (Shin-Ying Lee); (5) "Developing Resilience in Youth in Urban America" (Linda F. Winfield); (6) "Linking Urban Students to the 21st Century" (Beau Fly Jones); (7) "Redesigning the 'Vision' through Staff and Professional Development" (Yvette E. Jackson); (8) "The Researching and Inquiring Manager: Responding to the Urban Learner; Working toward Culturally Appropriate Education" (James H. Lytle); and (9) "The Interconnections between Classroom, Cultural, and Natural Systems Ecologies: Understanding the Deep Characteristics of Culture as a Basis of Teacher Decisionmaking in Urban Settings" (C. A. Bowers). References follow each paper. (GLR)

ED 375 221 UD 030 123

Joint Field Hearing on H.R. 6: Elementary and Secondary Education Act Reauthorization. Joint Hearing before the Subcommittee on Elementary, Secondary, and Vocational Education of the House Committee on Education and Labor and the Senate Subcommittee on Education, Arts, and Humanities of the Senate Committee on Labor and Human Resources. House of Representatives, One Hundred Third Congress, First Session (Providence, Rhode Island, October 4, 1993).
PUB DATE- 94

of Wisconsin's larger cities. To provide a sense of scale, section 4 presents actual numbers by county for selected indicators reported as percentages or rates elsewhere. Section 5 describes the sources of information in this document and the calculations used to generate the data. It also describes some of the limitations of the data. In general, the child population of Wisconsin is becoming a smaller segment of the whole, although there are areas where the numbers of children, and the corresponding need for services, are increasing. Twelve tables and one graph in Section 1 compliment the discussion; tables for each of Wisconsin's 72 counties summarize county details; tables for Wisconsi's major cities present data on child well-being; and tables showing selected incidence numbers of child abuse by county are presented. (SLD)

ED 375 240   UD 030 144

Henry, Mildred Dalton
Halting Dropouts: To Be or Not To Be, There Can Be No Question!
PUB DATE- 94
NOTE- 19p.; For an earlier version of this paper, see ED 277 127.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adolescents; Adults; *College School Cooperation; *Community Programs; *Cultural Differences; Demography; Dropout Research; *Dropouts; *Early Intervention; Elementary Secondary Education; Higher Education; Juvenile Gangs; Literacy; *Minority Groups; Models; Program Descriptions; Skill Development; Theory Practice Relationship; Training; Youth Programs
IDENTIFIERS- California (San Bernardino); *California State University San Bernardino

This article explores the dropout problem at national, regional, and local levels. The demographics of dropouts are examined with particular emphasis on cultural variables and the plight of minorities. The need for community-based education is explored, and a model that has proved successful is outlined for dropout prevention, intervention, and recovery. Early-intervention efforts that have been successful are exemplified by some programs of the Provisional Accelerated Learning (PAL) Center in San Bernardino (California). At the Center, students from California State University, San Bernardino, take classroom theory and put it into practice in a community-based setting. Successful programs include: an alternative street academy for educational and computer literacy training; (2) Project Early Outreach for Saturday tutoring for elementary school students; (3) Operation RETAIN for youth from 14 to 21 years; (4) Teens for Responsible Behavior, a pregnancy-prevention and parenting-responsibility program; (5) Project Earn and Learn, a work-experience program; (6) RETAIN II, a business-skills development program for eligible 16 to 45 year old participants; (7) Operation Reclaim; an adult-education program; (8) Operation Read/Project Citizen, an adult-literacy program (9) a substance-abuse and gang-intervention program; (10) Self-Destruct, and anti-gang and anti-drug video and Mighty Medic, the anti-drug comic book featuring a black superhero and (11) pre-employment training. The PAL Center illustrates the difference collaborative efforts can make in fighting the dropout problem. (Contains 5 references.) (Author/SLD)

ED 375 241   UD 030 146

ED 375 159 TM 022 109

McDonnell, Lorraine M.
Policymakers' Views of Student Assessment.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Accountability; *Attitudes; *Educational Assessment; Educational Change; Educational Policy; Elementary Secondary Education; Expectation; *Policy Formation; *Student Evaluation; *Test Use
IDENTIFIERS- Experts; Reform Efforts

The gap between policymaker enthusiasm for the uses of student assessment and expert caution is analyzed by examining new forms of student assessment as an education policy strategy. The study is based on interviews with 34 national and state policymakers and focuses on their differing expectations of what assessment policy can accomplish and how they view the feasibility of assessment-based reforms. Some policymakers agree with testing experts that assessments should provide information about the overall status of the education system and aid in instructional decisions about individual students, but others want to use assessments for accountability or for certifying that individual students have attained specified levels of mastery. Testing experts, who have cautioned against assessment misuse in the past, are in danger of being ignored as they continue their dire warnings against using assessments in policy formation. (Contains 34 references.) (SLD)

ED 375 160 TM 022 110

Student Data Handbook for Early Childhood, Elementary, and Secondary Education. Contractor Report.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Jun 94
NOTE- 335p.; Prepared by Education Data Systems Implementation Project.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Classification; *Data Collection; *Definitions; *Early Childhood Education; Educational Research; *Elementary Secondary Education; *Statistical Analysis; Surveys

This handbook is an effort to establish current and consistent terms, definitions, and classification codes to maintain, collect, report, and exchange comparable information about students. It is a reference guide to those concerned with the collection of student data. Definitions reflect a consensus about best practice in the field of education as well as current Federal reporting requirements. Information is included about designing student record-keeping systems for schools, school districts, or other educational institutions. The handbook is not a data collection instrument, nor does it reflect any Federal data collection requirements. There are descriptions of applications of the handbook, including the

Cultural Studies; Databases; Educational History; Educational Psychology; *Educational Research; Elementary Secondary Education; Foreign Countries; *Interdisciplinary Approach; *International Studies; *Mastery Learning; *Research Methodology; Research Needs; Research Problems

Mastery learning research focuses on learner-oriented and instruction-based factors that relate the concepts of time as a variable and high student achievement as a constant. This research emphasis encompasses optimistic assumptions about the capability of students to learn if: (1) alterable variables are optimized, and (2) diagnostic-instructional procedures based on a medical model of diagnostic-prescriptive interventions are used. Over the past 25 years, mastery learning research has gradually assumed an international character as evidenced by the professional literature. This proliferation, however, has occurred without a concerted effort to accommodate the special features of psychological and educational research in an international context. This paper addresses methodological issues that are initially problematic, yet potentially promising where mastery learning research in the international arena is concerned. Attention is given to such areas as: (1) cross culturalism spanning comparative education and international psychology; (2) multidisciplinary emphases; (3) international databases and resource personnel networks; and (4) a taxonomy of geographic and thematic progressions worldwide. (Contains 142 references.) (Author/SLD)

ED 375 181 TM 022 193

Hymel, Glenn M.; Dyck, Walter E.
Mastery Learning in the European Research Community.
PUB DATE- Jul 93
NOTE- 16p.; Version of a paper presented at the European Congress of Psychology (3rd, Tampere, Finland, July 4-9, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Psychology; *Educational Research; Elementary Secondary Education; Foreign Countries; Intervention; Literature Reviews; *Mastery Learning; Models; *Research Methodology; *Sociocultural Patterns
IDENTIFIERS- Bloom (Benjamin S); *Europe

Mastery learning represents an increasingly prolific area of research in educational psychology that encompasses two principal characteristics: (1) an optimistic set of assumptions regarding the capability of students to learn if alterable variables comprising the conditions of learning are optimized; and (2) an array of adaptive instructional procedures predicated on the medical model of diagnostic-prescriptive intervention. From both theoretical and practical perspectives, mastery learning has been a catalyst for paradigm shift from a dominant prediction-selection model to an emerging diagnostic-development model. Since Bloom's seminal publication in 1968, the preponderance of the mastery learning literature has focused on the North American experience and its sociocultural interpretations with only occasional documentation of mastery learning efforts in other parts of the world. In response to this imbalance, this paper attempts to review mastery learning efforts in the European research community over the past 25 years. Attention is given to developments in mastery learning theory and practice as documented in several European countries with a view toward acknowledging and expanding research in this area of educational psychology. (Contains 71 references.)

further reading and information. (Contains 26 references.) (GLR)

ED 375 201 UD 030 096

Fay, Juliette; And Others
Building Villages To Raise Our Children: Funding and Resources. Guides to Comprehensive Family Support Services.
PUB DATE- 93
NOTE- 79p.; For related documents, see UD 030 095-100.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Community Action; Community Resources; Comprehensive Programs; Economically Disadvantaged; Educationally Disadvantaged; Elementary Secondary Education; *Family Programs; *Financial Support; *Fund Raising; Guidelines; Human Services; *Money Management; Parent Education; Resource Materials; Resources; *Strategic Planning
IDENTIFIERS- *Family Support

This guide, Part 2 of a 6-volume guide, is designed to assist program managers in maintaining comprehensive family-support programs through creative funding. It stresses building a portfolio of resources to serve the families within the communities. It also examines the general principles of financing strategy, potential funding sources, tips on finding and maintaining funding sources, program marketing, and public relations. Three basic themes are presented. The first concerns community-based resources, i.e., it takes a village to raise a child and the commitment of that community to attract other funding sources and to make family support and education an integral, long-term strategy for addressing community needs and concerns. The second entails building block funding, which is the process of moving from one funding source to a diverse portfolio of sources by using the first source to attract others. It also deals with building a sustainable funding structure that involves moving away from short-term sources, like demonstration grants, toward longer-term sources, such as tax levies. The final theme deals with creativity or the need to use ingenuity and innovation to sustain the program's funding structure. Six case studies are provided that show what lessons were learned concerning their fundraising efforts. A resource list concludes the report. (Contains 34 references.) (GLR)

ED 375 202 UD 030 097

Miller, Pamela B.
Building Villages To Raise Our Children: Evaluation. Guides to Comprehensive Family Support Services.
PUB DATE- 93
NOTE- 69p.; For related documents, see UD 030 095-100.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrator Guides; Comprehensive Programs; Economically Disadvantaged; Educationally Disadvantaged; *Evaluation Methods; Evaluation Research; *Family Programs;

NOTE- 86p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Administrator Attitudes; *Educational Legislation; Elementary School Teachers; *Elementary Secondary Education; Hearings; *Professional Development; Public Schools; Secondary School Teachers; Teacher Attitudes; *Teacher Improvement
IDENTIFIERS- Congress 103rd; *Elementary Secondary Education Act; Reauthorization Legislation

This document presents, as part of the reauthorization of the Elementary and Secondary Education Act, witness testimony and prepared statements on the subject of professional development in the elementary and secondary school systems. Witnesses included Rhode Island (RI) elementary and secondary school principals and teachers, officials from the RI Department of Education, U.S. congressional members, and commissioners and superintendents of schools. Among the attendees were Daniel F. Casey, Superintendent of Schools for the Catholic Diocese of RI; elementary school principal Robert J. Britto; Edward Eddy, Chairman, Providence Blueprint for Education; Peter McWalters, Commissioner, RI, Department of Education; and Arthur Zarrella, Superintendent, Providence Public Schools. Prepared statements are also included from RI's U.S. Senator Claiborne Pell and Congressman Jack Reed. (GLR)

ED 375 222 UD 030 124

McMillen, Marilyn M.; And Others
Dropout Rates in the United States: 1993.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Sep 94
NOTE- 190p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Black Students; Cohort Analysis; Comparative Analysis; Data Analysis; *Dropout Rate; *High School Graduates; High Schools; *High School Students; Hispanic Americans; National Surveys; School Holding Power; Socioeconomic Status; Tables (Data); White Students

This report presents 1993 data on high school dropout and retention rates, examines high school completion and graduation rates, and discusses new data-collection efforts by the National Center for Education Statistics that have a direct bearing on the issues of high school dropout and graduation rates. The report also draws comparisons between cohort dropout rates for sophomores in 1990 and 1980 and provides detailed data on demographic and socioeconomic levels as they relate to high school completion and graduation rates data. Among the findings it is shown that national dropout rates have declined over the past 10 to 15 years; high school completion rates were increasing; Blacks had larger high school completion rate increases than Whites, but for Hispanics the rates were lower than for either Blacks or Whites; and, within income levels, the rates for Blacks and Whites were similar. While analyses of status and dropout rates for each racial and ethnic group show that the differential between Whites and Blacks is narrowing, analysis of data from two sophomore cohorts a decade apart in time show a 46 percent reduction in the sophomore-to-senior-year dropout rates. Appendixes contain standard-error and time-series tables, technical notes, and the alternative definitions of high school completion rates by age group and race-ethnicity

Manual on Student Suspensions in New York City Public Schools. Revised.
PUB DATE- Sep 92
NOTE- 228p.; Parts of document contain light, broken type.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - General (130),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Administrator Guides; *Administrator Role; *Discipline Policy; Discipline Problems; *Elementary Secondary Education; *Expulsion; Guidelines; Principals; *Public Schools; Standards; Student Behavior; *Student School Relationship; *Superintendents; Suspension; Urban Schools
IDENTIFIERS- *New York City Board of Education

This revised manual presents updated guidelines and regulations regarding student suspensions in New York City public schools. The manual is divided into four main sections: principal's suspension; superintendent's suspension; search and seizure; and suspension of special education students. The manual is specifically designed to assist the principal and superintendent in providing guidance in such areas as suspension procedures, presuspension investigation, important phases in conducting suspension hearings, weapons-violation suspension, records disposition, the appeals process, and readmission. Two thirds of the manual is composed of an appendix containing New York City Board of Education Citywide Standards of Conduct and Uniform Disciplinary Measures. (GLR)

ED 375 242 UD 030 147

Useem, Elizabeth L.; Neild, Ruth Curran
A Place at the Table: The Changing Role of Urban Public Education Funds.
PUB DATE- Apr 94
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Change; *Educational Policy; Elementary Secondary Education; Financial Policy; *Financial Support; Policy Formation; *Politics of Education; *Public Education; School Districts; School Restructuring; *Urban Education

This paper explores the degree to which the public education funds in selected districts have become players at the policy table and examines the factors that permit funds to have a credible voice in the turbulent political world of urban districts without seriously jeopardizing their working "inside" relationships with these systems. The analysis draws extensively from the public education fund in Philadelphia (Pennsylvania), PATHS/PRISM: The Philadelphia Partnership for Education, and includes interviews with a total to 25 current and former members of the organization, as well as other top-level officials, and panel presentations by executive directors of various funds. A significant number of funds were found to have taken on projects with goals to effect structural change in individual schools, clusters of schools, or across an entire district or throughout a set of districts. These funds have development of surveys and design of automated record systems. Twelve appendixes provide lists of contributors and technical information about data reporting. (SLD)

ED 375 161 TM 022 111

SASS and TFS Questionnaires, 1990-1991. Schools and Staffing Survey. Teacher Followup Survey.
PUB DATE- 94
NOTE- 167p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrators; *Census Figures; *Mail Surveys; *National Surveys; *Questionnaires; *Research Methodology; Teachers; Test Construction
IDENTIFIERS- *Schools and Staffing Survey (NCES); *Teacher Followup Survey (NCES)

This binder contains the questionnaires used by the Bureau of the Census to conduct the Schools and Staffing Survey (SASS) and the Teacher Followup Survey (TFS) for the National Center for Education Statistics. SASS is a mail survey of teachers, principals, and other administrators. TFS is a mail survey administered one year after the SASS to a systematically selected sample of SASS respondents. The SASS has four main components: (1) the Teacher Demand and Shortage Survey; (2) the School Administrator Survey; (3) the School Survey; and (4) the School Teacher Survey. The 1990-91 year marked the second administration of the SASS. Questionnaires for both SASS and TFS are presented in 10 chapters. (SLD)

ED 375 162 TM 022 129

Statement of Principles on Assessment in Mathematics and Science Education.
PUB DATE- 94
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Assessment; Educational Philosophy; Elementary Secondary Education; Evaluation Methods; *Mathematics Education; National Surveys; *Policy Formation; *Science Education; Standards; State Surveys; Student Evaluation
IDENTIFIERS- International Surveys; National Education Goals 1990; *Reform Efforts

Assessment is an integral part of the systemic reform of the educational process. This pamphlet seeks to reflect a vision for student assessment that will engage students, teachers, parents, policymakers, and the public in progress toward attainment of the National Educational Goal of U.S. students being the first in the world in science and mathematics achievement by the year 2000. Assessment should begin with identifying the purpose and context in which the assessment is to be used, type of information sought and the use to which the information will be put and should be aligned with rigorous and challenging content standards of what students should know and be able to do. Many different methods should be used to ensure that all students have the opportunity to be challenged by assessment. Teachers must be actively involved in the entire assessment process. The community must understand the assessment process and be aware of assessment results. State,

(Author/SLD)

ED 375 182 TM 022 194

Hymel, Glenn M.
Instructional Design Applications in the Teaching of Psychology.
PUB DATE- Aug 93
NOTE- 12p.; Paper presented at the Annual Meeting of the American Psychological Association (101st, Toronto, Ontario, Canada, August 20-25, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Curriculum Development; Higher Education; *Instructional Design; Instructional Materials; Mastery Learning; Models; *Psychology; *Systems Approach; *Teaching Methods; *Theory Practice Relationship; Time Factors (Learning)
IDENTIFIERS- Bloom (Benjamin S); Carroll Learning Model

Carroll's (1963) model of school learning and Bloom's (1968) mastery learning both address theoretical and practical aspects of the time factor in school learning via an appeal to diagnostic-prescriptive teaching. The design of instructional environments and materials--particularly as advocated by Glaser (1976)--represents the mechanism to bring to fruition the work of Carroll and Bloom. This paper suggests a systems-based approach to designing an instructional unit that (1) accommodates the earlier efforts of Carroll, Bloom, and Glaser, (2) focuses on the preparatory, delivery, and evaluative tasks of instruction, and (3) has applications in virtually every part of the psychology curriculum. (Contains 22 references and three figures). (Author)

ED 375 183 UD 029 790

Barrett, Ronald Keith
Urban Adolescent Homicidal Violence: A Closer Look at Who Is at Risk.
PUB DATE- Mar 92
NOTE- 12p.; Paper presented at the Annual National Conference on Adolescents (2nd, San Antonio, TX, March 18-20, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adolescents; *At Risk Persons; Causal Models; Ethnic Groups; *Homicide; Inner City; Intervention; *Males; Minority Groups; Prevention; Trend Analysis; Urban Problems; *Urban Youth; Victims of Crime; *Violence

A pattern of increased homicidal violence among adolescent youth in American inner cities has been documented and studied for some time. This elevated lethal violence has been observed to be a major cause of death in this age group and has been observed to be a particularly male phenomenon, especially for ethnic minorities. Both victims and perpetrators are likely to be adolescent males. This paper examines the nature and scope of the pattern of violence among urban adolescent youth carefully and explores theoretical explanations and possible remedies. The section on theoretical explanations examines a thesis of economic deprivation, the thesis of a subculture of violence, and psychoanalytic and dysfunctional systems theses, as well as a thesis that the criminal justice system is critically flawed. The section on courses of intervention suggests prevention strategies and interventions, discusses

Guidelines; Minority Groups; Needs Assessment; *Outreach Programs; Parent Education; *Program Effectiveness; *Program Evaluation
IDENTIFIERS- *Family Support

This is volume three of a six-volume guide to the establishment and management of a comprehensive family-support program. This volume explains the role played by evaluation in the evolution of family-support and family-education services, introduces key aspects and important considerations in planning an evaluation, and discusses how to choose a starting point for evaluation. Several evaluation models are examined, as are ways of fostering community commitment and communicating the existence of the program to the community. The guide provides a list of resources in which program evaluators can find practical advice; discussions on various aspects of evaluation, including management information system, needs assessment, and cost effectiveness; the theory and history of evaluation; and services and organizations that are available for help. (Contains 35 references.) (GLR)

ED 375 203 UD 030 098

Lopez, M. Elena; Balle, Kris
Building Villages To Raise Our Children: Community Outreach. Guides to Comprehensive Family Support Services.
PUB DATE- 93
NOTE- 62p.; For related documents, see UD 030 095-100.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Community Involvement; *Community Programs; Comprehensive Programs; *Cooperative Programs; Economically Disadvantaged; Educationally Disadvantaged; Elementary Secondary Education; Family Programs; Guidelines; *Outreach Programs; Parent Education; Parenting Skills; *Parent Participation; Partnerships in Education; *Program Implementation; *Recruitment; Resource Materials; School Community Relationship; Staff Development
IDENTIFIERS- Diversity (Groups); Empowerment; *Family Support

This guide, volume four of a six-part series, describes several community-outreach methods and provides practical outreach suggestions that are based on experience, as well as typical problems and the ways practitioners have chosen to resolve them. The guide is divided into three parts. Part 1 focuses on recruitment. Specific topics cover ways of getting to know families and enlist their help, forming community partnerships, and educating the public. Part 2 provides suggestions for sustaining program participation. It discusses staff training, ways to make the program accessible and to meet family needs through linkages, and methods to stay attuned to parent interests. Part 3 covers how to ease a participant's transition from an early-childhood education and family-support program to the school system. A brief section on recruiting teen parents and fathers is included in the appendix and is followed by a resource guide that lists further sources of information about community outreach. (Contains 11 references.) (GLR)

ED 375 204 UD 030 099

Hochberg, Mona R.

from 1972 to 1993. (GLR)

ED 375 223   UD 030 126

Vargas, Luis A., Ed.; Koss-Chioino, Joan D., Ed.
Working with Culture: Psychotherapeutic Interventions with Ethnic Minority Children and Adolescents.
PUB DATE- 92
NOTE- 350p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; *American Indians; *Asian Americans; Behavior Modification; *Blacks; Child Abuse; Children; *Counseling Techniques; Cultural Pluralism; Emotional Disturbances; Essays; Ethnic Groups; Foster Care; *Hispanic Americans; Juvenile Gangs; Mental Health; Minority Groups; Psychological Needs; *Psychotherapy; Substance Abuse
IDENTIFIERS- African Americans

This book presents essays concerning culturally responsive psychotherapeutic interventions for specific problems commonly experienced by ethnic-minority youth. Each essay offers case examples, along with a clinical how-to approach for dealing with problems such as cross-racial foster care, gang involvement, child abuse, and substance abuse. Essays cover African-American, Asian, Hispanic, and Native-American children and adolescents. Essays and their authors are as follows: (1) "Through the Cultural Looking Glass: A Model for Understanding Culturally Responsive Psychotherapies" (Joan D. Koss-Chioino and Luis A. Vargas); (2) "Self-Esteem and Identity in Psychotherapy with Adolescents from Upwardly Mobile Middle-Class African American Families" (Arthur C. Jones); (3) "Therapeutic Issues for Black Children in Foster Care" (Helen L. Jackson and George Westmoreland); (4) "Racial Socialization as a Tool in Psychotherapy with African American Children" (Beverly A. Greene); (5) "Cultural Considerations in Play Therapy with Hispanic Children" (Kenneth J. Martinez and Diana M. Valdez); (6) "Spirituality and Family Dynamics in Psychotherapy with Latino Children" (Joseph M. Cervantes and Oscar Ramirez); (7) "Therapy with Latino Gang Members" (Armando T. Morales); (8) "The Inner Heart: Therapy with Southeast Asian Families" (Christine M. Chao); (8) "Differential Application of Treatment Modalities with Asian American Youth" (Man Keung Ho); (9) "Living between Two Cultures: Treating First-Generation Asian Americans" (Nga Anh Nguyen); (10) "Multidimensional Therapy: A Case Study of a Navajo Adolescent with Multiple Problems" (Martin D. Topper); (11) "A Cognitive-Behavioral Approach to Drug Abuse Prevention and Intervention with American Indian Youth" (Joseph E. Trimble); (12) "Treating American Indian Victims of Abuse and Neglect" (Diane J. Willis; Antonia Dobrec; and Dolores Subia BigFoot Sipes); and (13) "Conclusion: Improving the Prospects for Ethnic Minority Children in Therapy" (Joan D. Koss-Chioino and Luis A. Vargas). References follow each essay, and name and subject indexes are included. (GLR)

ED 375 224   UD 030 127

McLanahan, Sara; Sandefur, Gary
Growing Up with a Single Parent. What Hurts, What Helps.
PUB DATE- 94
NOTE- 204p.
LANGUAGE- English

risked alienating their school-district partners whose goodwill they have cultivated in earlier projects. The ability of public education funds to be policy players appears to depend on whether a district's superintendent is willing to permit this type of involvement. Overall, findings indicate that the multiple roles that public education funds were set up to play (supporter, convener, facilitator, catalyst for change) have stood them in good stead as they have evolved in the past 10 to 15 years. Contains 20 references. (GLR)

ED 375 243 UD 030 149

Anthony, E. James, Ed.; Cohler, Bertram J., Ed.
The Invulnerable Child.
PUB DATE- 87
NOTE- 435p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Adjustment (to Environment); At Risk Persons; Child Development; *Child Psychology; *Children; *Coping; Elementary Education; Elementary School Students; *Emotional Adjustment; Family Problems; Intervention; Mental Health; Parent Child Relationship; Preschool Children; Psychological Studies

The book presents 13 papers that explore the intriguing and sometimes baffling phenomenon of children's capacity to deal with adversity. It is divided into three sections. The book's opening section provides an overview of stress research and coping strategies. Section 2 focuses on the determinants of competence and investigates the complex interaction of personality and experience in early childhood. Section 3 begins with a consideration of psychosocial and maternal factors that enable children of psychotic parents to maintain resilience and develop cognitive competence. It also discusses environmental adversity, the helpfulness of early interventions, and aspects of competence during childhood that are most directly related to successful adult outcome. The final paper integrates these findings with those of previous studies and suggests that more is known about the reasons why some people succumb when faced by adversity than why others remain resilient. Papers and their authors are as follows: "Risk, Vulnerability, and Resilience: An Overview" (E. James Anthony); "Multiple Determinants of Risk and Invulnerability" (Ronald Seifer and Arnold J. Sameroff); "Correlates and Predictors of Competence in Young Children" (Felton Earls, and others); "Further Reflections on Resilience" (Lois Barclay Murphy); "John, a Boy Who Acquired Resilience" (Alice E. Moriarty); "Children at High Risk for Psychosis Growing Up Successfully" (E. James Anthony); "Predicting Mental Health in Children at Risk" (Julien Worland, and others); "Competent Children at Risk: A Study of Well-Functioning Offspring of Disturbed Parents" (Lawrence Fisher, and others); "Maternal Factors Related to Vulnerability and Resiliency in Young Children at Risk" (Judith S. Musick and others); "Invulnerability Among Abused and Neglected Children" (Ellen A. Farber and Byron Egeland); "Resilient Children as Adults: A 40-Year Study" (J. Kirk Felsman and George E. Vaillant); "The Traits of True Invulnerability and Posttraumatic Stress in Psychoanalyzed Men of Action" (Edwin C. Peck, Jr.); and "Adversity, Resilience, and the Study of Lives" (Bertram J. Cohler). (Contains an index.) (GLR) national, and international aspects of assessment are discussed. The three central issues at any level are: (1) what students should learn, (2) how they should be taught, and (3) how progress should be measured. An effective assessment should provide information that can be used to improve students' access to mathematical and scientific knowledge and to help each student prepare to function effectively in today's society. (Contains 7 references.) (SLD)

ED 375 163   TM 022 130

Broughman, Stephen; And Others
Private School Universe Survey, 1991-92. Statistical Analysis Report.
PUB DATE- Jul 94
NOTE- 77p.; For the 1989-90 survey, see ED 355 247.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Data Collection; Educational Trends; Elementary Secondary Education; *Enrollment; Item Response Theory; *National Surveys; *Private Schools; *Religious Education; *Statistical Analysis; Statistical Studies; Surveys; Trend Analysis
IDENTIFIERS- Private School Survey (NCES)

This report on the private school universe, a data collection system developed by the National Center for Education Statistics, presents data on schools with grades kindergarten through 12 by school size, school level, religious orientation, geographical region, and program emphasis. Numbers of students and teachers are reported in the same categories, and numbers of students are also reported by grade level and religious orientation. The Private School Universe Survey of 1991-92 is the data source for this report. In the fall of 1991, there were 25,998 private elementary and secondary schools in the United States, a number not statistically different than that of 1989 which suggests an end to the recent trend of growth in the number of private schools. Approximately 80% of private schools had some religious orientation, with 34% Catholic and 45% having some other orientation. Just over 60% were elementary schools, 30% were combined schools, and only about 10% were secondary schools. About 4.9 million students were enrolled in these schools, and there were approximately 340,000 full-time-equivalent teachers. Fourteen tables present survey data. Appendix A contains 15 standard error tables, Appendix B presents the survey questionnaire, and Appendix C contains item response rates. (SLD)

ED 375 164   TM 022 131

A Statistical Agenda for Early Childhood Care and Education: Addendum to "A Guide to Improving the National Education Data System" Adopted by the National Forum on Education Statistics, January 1994.
PUB DATE- Jul 94
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Agenda Setting; Child Development; *Child Rearing; Child Welfare; Databases; *Data Collection; *Day Care; Definitions; *Early Childhood Education; Educational Assessment; Educational Experience; Evaluation Methods; Longitudinal Studies; Measurement Techniques; *School

parenting, and mentoring strategies, and considers developmental theory and research. (Contains 40 references.) (SLD)

ED 375 184 UD 029 850

Maynard, Rebecca, Ed.
Building Self-Sufficiency among Welfare-Dependent Teenage Parents: Lessons from the Teenage Parent Demonstration.
SPONS. AGENCY- Department of Health and Human Services, Washington, D.C.
PUB DATE- Jun 93
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adolescents; Delivery Systems; *Early Parenthood; *Economically Disadvantaged; Employment; *Improvement Programs; Low Income Groups; Needs Assessment; Parent Participation; Participant Characteristics; Program Descriptions; *Program Effectiveness; Program Evaluation; *Welfare Recipients; Workshops
IDENTIFIERS- Case Management; Service Utilization

This report synthesizes first-phase evaluation results of the Teenage Parent Demonstration program. This program, whose cornerstone is case management, responded to three concerns: (1) rising welfare caseloads; (2) persistently high rates of teenage pregnancies and births; and (3) the high probability that teenage parents will go onto welfare and have especially long spells of dependency. The first evaluation phase involved a 30-month follow-up study of participants and covered a wide range of issues related to service needs, service-use patterns, service-delivery strategies, and program impacts. The paper first describes the demonstration program and profiles the population of welfare-dependent teenage parents in the demonstration sites. Next, it discusses early lessons about the program's effects on out-of-home activity rates and a wide range of economic and social outcomes. The report concludes with discussions of program design and implementation lessons. Contains a list of other project reports and related publications. (GLR)

ED 375 185 UD 029 901

Pickering, John W.
Comparing Cultures. A Cooperative Approach to a Multicultural World. Walch Reproducibles Grades 5 to 8.
PUB DATE- 94
NOTE- 105p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adolescents; *Cooperative Learning; *Cultural Awareness; Cultural Differences; *Cultural Education; Cultural Pluralism; Curriculum Development; *Educational Methods; Elementary Education; Foreign Countries; Grade 5; Grade 6; Grade 7; Grade 8; Grouping (Instructional Purposes); *Learning Activities; Learning Strategies; Lesson Plans; Program Descriptions; *Teaching Methods
IDENTIFIERS- Diversity (Groups)

This user's guide provides an overview of an approach to learning

Building Villages To Raise Our Children: Staffing. Guides to Comprehensive Family Support Services.
PUB DATE- 93
NOTE- 69p.; For related documents, see UD 030 095-100.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Guides; Burnout; Compensation (Remuneration); Economically Disadvantaged; Educationally Disadvantaged; Elementary Secondary Education; Family Programs; Guidelines; *Inservice Education; Parent Education; Personnel Evaluation; Personnel Selection; Preschool Education; Resource Materials; *Resource Staff; Services; *Staff Development; Work Environment
IDENTIFIERS- Empowerment; *Family Support

This volume, part five of a six-part report, is a three-part guide that offers practical advice for recruiting, training, and managing staff for a family-support program; it includes discussions about typical problems and the ways practitioners have chosen to resolve them. Part 1 discusses how to determine the type of staff needed and how to hire them. Additional areas include the question of whether to use paraprofessionals and how to interview and hire them. Part 2 covers the reality of staff management: staff empowerment, compensation, work-environment considerations, staff evaluation, preventing burnout, and influencing outside-agency staff. Part 3 focuses on staff training, including orienting new staff, designing inservice training, funding training programs, teaching about multiculturalism, and using case studies. The guide concludes with a list of resources for further reading and information. (Contains 29 references.) (GLR)

ED 375 205 UD 030 100

Weiss, Heather B.; And Others
Building Villages To Raise Our Children: From Programs to Service Systems. Guides to Comprehensive Family Support Services.
PUB DATE- 93
NOTE- 60p.; For related documents, see UD 030 095-099.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Guides; Change; *Comprehensive Programs; *Cooperation; Delivery Systems; Economically Disadvantaged; Educationally Disadvantaged; Elementary Secondary Education; *Family Programs; Financial Support; Governance; Guidelines; Human Services; Parent Education; *Program Development; Resource Materials
IDENTIFIERS- *Family Support

This volume, the last of a six-part report, is a guide that provides an overview to the Building Villages series. It discusses the need for comprehensive programs, and examines the corresponding need for change in the family-services framework. It sets forth the organizing principles of family support as the movement grows from a program to a community-based service system. The overview lists developmental principles for

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Child Advocacy; *Child Development; Child Support; Community Support; Divorce; Family Environment; Family Income; *Family Structure; *Futures (of Society); Marital Instability; *One Parent Family; *Parent Child Relationship; Policy Formation; Success; Surveys

Using information from four national surveys and a decade of research, this book demonstrates the connection between family structure and a child's prospects for success. It shows how divorce, particularly with often-attendant drops in income, parental involvement, and access to community resources, diminishes children's chances for wellbeing. It is revealed that children whose parents live apart are twice as likely to drop out of high school as those in two-parent families, one and a half times as likely to be idle in young adulthood, and twice as likely to become single parents themselves. Additionally, data show that some of the advantages often associated with being white are really a function of family structure and that some of the advantages associated with having educated parents evaporate when those parents separate. The concluding chapter offers recommendations for rethinking our current policies. The authors explain why it is imperative that more of the costs of raising children be shifted from mothers to fathers and from parents to society at large, as well as why universal assistance programs that benefit low-income two-parent families and single mothers must be developed. Appendixes contain data and variables from the studies, bivariate probit models, and sex-difference factors statistical tables. (GLR)

ED 375 225 UD 030 128

Rutter, Jill
Refugee Children in the Classroom, Including a Comprehensive Information Briefing on Refugees in Britain.
PUB DATE- 94
NOTE- 298p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Civil Rights; Cultural Pluralism; *Educational Needs; Educational Planning; *Educational Policy; Educational Practices; Elementary Secondary Education; English (Second Language); Foreign Countries; Psychological Needs; *Refugees; Resource Materials; Teacher Role
IDENTIFIERS- *Great Britain

This book, written for those persons who work with refugee children and young people, describes ways that teachers can support refugee students and supplies information they need to do this effectively. There is a scholarly and extensive information brief on the backgrounds of the major refugee groups: the history of the conflicts in their countries, the religious groups, their languages, and their main areas of residence in the United Kingdom. An exposition of the types of refugee status afforded by the Home Office and the rights of refugees are also included. This background material is designed to help teachers understand and help the pupils in their class. The book also considers approaches and strategies in the classroom: how teachers can help children hold on to

Readiness; *Young Children
IDENTIFIERS- *Indicators

As a product of the Early Childhood Subcommittee of the National Education Statistics Agenda Committee of the National Forum on Education Statistics, this report evaluates the types of data needed to assess the status of children in their preschool years, evaluate the impact of their early experiences, and address policy questions related to early childhood care, education, and school readiness. It is published as an addendum to "A Guide to Improving the National Education Data System." Issues that must be considered in studies of child development include learning and developmental stages, well-being, child care, education, and the concept of readiness. Associated data collection issues are those of definition and measurement, data needs, and possible indicators for an early childhood database. Recommendations include: (1) giving high priority to developing basic indicators; (2) developing and implementing methods to assess developmental progress; (3) developing and implementing a survey of early childhood care and education programs; (4) linking developmental assessment and the survey data; and (5) undertaking longitudinal studies to assess factors affecting child well-being. An appendix lists specific examples of possible indicators for an early childhood database. (SLD) about different cultures that is based on an understanding of young adolescent development. It highlights three teaching methods that are considered of particular importance to the educational process: (1) the integration of materials in social studies and language arts classes; (2) the development of cooperative-learning groups; and (3) the utilization of student and teacher resources and interests. The bulk of the report concerns specific educational activities and learning exercises divided into two main groups: "Learning About World Cultures" and "Creating a New Culture." The goals of "Learning About World Cultures" are to compare and contrast three to five widely diverse cultures and identify factors influencing cultural development. Students begin by studying their own cultures and then study two to four specific families from different geographic locations and historical periods. Students also learn certain social science concepts needed in comparing and contrasting the various cultures. The goal of "Creating a New Culture" is to have students gain firsthand experience in creating a culture and to increase their ability to work cooperatively with other students using small-group interaction. Detailed information about how to structure the cooperative-learning groups, how to evaluate students' work, and where to read more about collaborative learning is provided. (GLR)

programs, presents strategies for implementing change, and introduces the stage concept of service progression, which is discussed by component in each of four other guides. The guide concludes with a list of resources for further readings and information. (Contains 47 references.) (GLR)

ED 375 206   UD 030 101

Tucker, Adam; Sze, Sarah
Citybridge Fact Sheet.
PUB DATE- 94
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; College Students; Course Objectives; Curriculum Design; Educational Objectives; *Educational Strategies; High Schools; High School Students; Inservice Teacher Education; Junior High Schools; *Junior High School Students; *Preservice Teacher Education; *Program Descriptions; Program Design; *Student Improvement; Teaching Experience; *Urban Youth; Workshops
IDENTIFIERS- *Citybridge

This fact sheet describes a six-week, tuition-free workshop program, Citybridge in Concord, Massachusetts, in education where motivated middle school students work with talented high school and college students who are interested in teaching. The inservice curriculum is designed to prepare urban youth for the challenging high school curriculum and stresses academic excellence, leadership, creativity, and diversity. The fact sheet lists the program's objectives, describes the types of students and teachers involved, and briefly highlights the program's structure, curriculum, follow-up procedure, and expected results. (GLR) what they have, including their language, and deal with their losses. Good educational practice is described for issues such as psychological support, home-school liaison, and English as a second language and mother-tongue resources. Up-to-date lists of relevant teaching resources and of support agencies in the UK are provided. Contains an index. (GLR)

ED 375 226 UD 030 129

Jang, Younghee
A Comparison of Urban School Districts' Health and Human Services.
PUB DATE- Apr 94
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-7, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
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This paper describes the approaches being taken in 11 school districts that are located in California, Nevada, and Arizona to help disadvantaged newcomers within the districts, contrasts these approaches, and relates them to achievement-gain scores. The study's objective is to gauge whether school districts that were classified as high performers, stable performers, and low performers by their achievement-gain scores between 1984 and 1990 provide different types of service programs for disadvantaged newcomers to the district. Descriptions of the school districts are followed by detailed examinations of three types of programs: social services, health services, and psychological services. An analysis of other service programs intended to enhance the lives and growth of children and their families is also reviewed. It is reported that all these schools districts are experiencing increasing poverty and family problems. While some communities are making efforts to meet these problems and find solutions, stable districts and their communities do not appear to place a high priority on providing services to children and families. Very little effort is shown to exist in low-performing districts. Data suggest both quantitative and qualitative differences in the services provided to the children and their families in high-performing and low-performing school districts. Information tables provide a summary of the four types of service programs for high-performing, stable, and low-performing school districts. (Contains 10 references.) (GLR)

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Understanding Sequence: Electrical Instrumentation, Millwright, Pipefitter.	127p.	L1	ED 374 285
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(052) Guides - Classroom - Teacher

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56p. L2 ED 375 036

(130) Reference Materials - General

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OJJDP Update on Programs. Juvenile Justice Bulletin.
8p. L1 ED 375 014

Manual on Student Suspensions in New York City Public Schools.
Revised.
228p. L1 ED 375 241

(131) Reference Materials - Bibliographies

Accessibility: A Selective Bibliography. Reference Bibliography
No. 94-1.
28p. L1 ED 374 638

An Annotated Bibliography of Teaching and Learning Materials for
Adult Newcomers to Canada.
155p. L1 ED 374 685

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and Readings.
66p. L2 ED 374 241

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An Exploratory Study of a Chapter 1 Schoolwide Project and Current Instructional Practice. Spring Garden Elementary School, School District of Philadelphia.	75p.	L1	ED 375 233
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Researching Teachers in Residence: Bringing More Minority Teachers and Preservice Teachers into the Research Arena.			

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A Survey of Attitudes towards Certain Aspects of the English Curriculum Held by Selected Educational and Non-Educational Groups Designated as Liberal and Conservative.
67p. L1 ED 374 439

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111p. L1 ED 375 127

Turning Points in Even Start Programs. Occasional Paper #4.
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Understanding Sequence: Electrical Instrumentation, Millwright, Pipefitter.
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Whole Language: A Survey of Language Arts Approaches in Cass County Michigan Secondary Schools.
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The Work Inventory for Severely disAbled (WISd): A System for Meeting Job/Client Match and Accommodation/Redesign Diagnostic Needs for Workers with Severe Disabilities.
25p. L1 ED 374 577

Workplace Literacy for Psychiatric Health Care Workers. Final Performance Report and External Evaluation Report.
229p. L1 ED 374 334

(171) Multilingual/Bilingual Materials

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33p. L2 ED 374 890

Are the Kids Alright? What's Shaping the Attitudes, Values and Behaviour of our Young People? = Les enfants se portent-ils bien? Qu'est-ce qui faconne les attitudes, les valeurs et le comportement de nos jeunes?
33p. L2 ED 374 891

Bernard van Leer Foundation Annual Review 1993 = Fundacion Bernard van Leer Revista Anual 1993.
149p. L1 ED 374 908

Head Start Service Guide for Children and Families with HIV or AIDS = Guia de Servicios para Ninos con V.I.H. Positivo y con Sindrome de Inmunodeficiencia Adquirida (S.I.D.A.) y sus Familias.
84p. L1 ED 374 909

New Times, New Fathers = A temps moderne, papas modernes.
41p. L2 ED 374 886

Real Talk, 1988-1993.
210p. L1 ED 374 935

Working Well Together: Community Colleges in Literacy Partnerships that Work = S'unir pour reussir: Exemples de partenariats efficaces realises par des colleges communautaires dans le domaine de l'alphabetisation.

	48p.	L3	ED 374 926
Intersections: Theory-Practice in the Writing Center.	209p.	L1	ED 374 464
The Invulnerable Child.	435p.	L3	ED 375 243
It's a Black Thing Everyone Needs To Understand. An Interdisciplinary Unit on African American History. Walch Reproducibles.	84p.	L3	ED 375 186
ITI: The Model. Integrated Thematic Instruction. Third Edition.	374p.	L2	ED 374 894
Just Because I Am: A Child's Book of Affirmation. Leader's Guide and Child's Book.	93p.	L2	ED 374 381
LabNet: Toward A Community of Practice. Technology in Education Series.	361p.	L3	ED 374 960
The Language of Interpretation: Patterns of Discourse in Discussions of Literature.	164p.	L1	ED 374 466
Learning, Remembering, Believing. Enhancing Human Performance.	399p.	L2	ED 374 341
The Lexicon in Acquisition. Cambridge Studies in Linguistics 65.	318p.	L3	ED 374 672
Libery, Order and Justice: An Introduction to the Constitutional Principles of American Government.	396p.	L2	ED 375 026
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Parent-Child Play: Descriptions and Implications.	389p.	L3	ED 374 883
Perspectives in Whole Language.	428p.	L3	ED 374 415
Practising Theory: A Guide to Becoming an Effective Adult Education Programmer.	191p.	L3	ED 374 242
Prescription for Failure: Race Relations in the Age of Social Science. Studies in Social Philosophy. No. 18.	402p.	L3	ED 375 199
Preserving Intellectual Freedom: Fighting Censorship in Our Schools.	261p.	L1	ED 374 463
Professional Development for Teachers of Mathematics. 1994			

	264p.	L3	ED 374 394
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CNN Newsroom Classroom Guides. April 1-29, 1994.	83p.	L2	ED 374 795
CNN Newsroom Classroom Guides. August 1-31, 1994.	89p.	L2	ED 374 799
CNN Newsroom Classroom Guides. July 1-29, 1994.	82p.	L2	ED 374 798
CNN Newsroom Classroom Guides. June 1-30, 1994.	90p.	L2	ED 374 797
CNN Newsroom Classroom Guides. March 14-31, 1994.	58p.	L2	ED 374 794
CNN Newsroom Classroom Guides. May 2-31, 1994.	86p.	L2	ED 374 796
CNN Newsroom Classroom Guides. September 1-30, 1994.	86p.	L2	ED 374 800
Comparing Cultures. A Cooperative Approach to a Multicultural World. Walch Reproducibles Grades 5 to 8.	105p.	L3	ED 375 185
Corrective Reading Techniques for Classroom Teachers. Third Edition.	455p.	L3	ED 374 416
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Dialoguing on the Interactions between Racially/Ethnically Identifiable Characters in Children's Books.	21p.	L1	ED 374 426
Dramatizing Aesop's Fables: Creative Scripts for the Elementary Classroom.	113p.	L3	ED 374 493
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ESL Multilevel Handbook.	104p.	L3	ED 374 689

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Understanding Family Literacy: Conceptual Issues Facing the Field.	35p.	L1	ED 374 339
Urban Adolescent Homicidal Violence: A Closer Look at Who Is at Risk.	12p.	L1	ED 375 183
Vocational Education in Secondary Schools. A Review of the Literature.	43p.	L1	ED 374 335
Working with Rural Communities in Nepal: Some Principles of Non-Formal Education Intervention. Action Research in Family and Early Childhood. Monograph No. 1.	29p.	L1	ED 374 925

(071) Informational Analyses - ERIC IAPS

The Analytical Student: A Whole Learning Study Guide for High School and College Students.	259p.	L1	ED 374 395
What! I Have To Give a Speech?	225p.	L1	ED 374 492

(072) Book/Product Reviews

School Based Student Records Package Evaluation Report.	82p.	L1	ED 374 772

(080) Journal Articles

The AIME Statewide Survey of School Library Media Centers: Expenditures & Collections.	61p.	L1	ED 374 824
Causal Attributions of Music Majors and Nonmusic Majors Regarding Success and Failure in Music: A Study of Motivation and Achievement.	6p.	L1	ED 375 033
Cohesion and Discourse Deixis on English Articles.	23p.	L1	ED 374 650
A Comparative Study of the Sequence Effect in Learning Japanese Kanji Characters: Mathetical vs. Logical Sequences.	13p.	L1	ED 374 653
The Effect of Modeling and Silent Analysis on the Performance Effectiveness of Advanced Elementary Instrumentalists.	6p.	L1	ED 375 034
Effects of Required Concert Attendance on Attitudes of College Students Enrolled in Music Courses for Nonmusic Majors.	6p.	L1	ED 375 032
An Epistemological Study on Proper Nouns.	8p.	L1	ED 374 651
An Examination of Selected Aspects of Pitch-Matching Problems among Children.			

Bibliography of Mock Trial Materials.	12p.	L2	ED 375 058
Bibliography of Publications Relating to the Teaching of Science to Students with Disabilities.	80p.	L1	ED 374 998
The Blue Pages: Resources for Teachers: from "Invitations." Updated, Expanded, and Revised.	264p.	L3	ED 374 394
Contributor's Guide to Periodicals in Reading.	30p.	L1	ED 374 400
Evaluating the Impact and Effectiveness of Special Education Based on Program and Student Outcomes. Review of Selected Reports, Documents, and Articles. Project FORUM. Final Report.	35p.	L1	ED 374 588
Gerontology in Theological Education.	166p.	L3	ED 374 707
Materials for Serving Homeless Adult Learners. A Resource Guide.	49p.	L1	ED 374 253
"Meeting the Challenge": Transition Resources for Parents of Young Children with Special Developmental Needs. A Selected Annotated Bibliography.	54p.	L1	ED 374 642
National Institute for Citizen Education in the Law Materials List.	9p.	L2	ED 375 059
Resources in Education (RIE). Volume 30, Number 2.	p.	L2	ED 374 205
Smithsonian Resource Guide for Teachers. 1993/94 Edition.	85p.	L1	ED 375 067
The Spiritual Traditions of the East: A Bibliography for Elementary and Middle School Teachers.	17p.	L1	ED 374 461
Women's Literature, Women in Literature and Feminist Literary Criticism: A Guide to Reference Sources.	41p.	L2	ED 374 456

(132) Reference Materials - Directories/Catalogs

Catalog of Citizenship, Consumer, Law-Related, Values and Character Education Curriculum Materials. Fifth Edition with 1993 Supplement.	167p.	L1	ED 375 018
Changing South Carolina's Schools. A Resource Guide for Schools and Communities Creating a New Vision of Public Education.	221p.	L1	ED 375 078
Directory of Regional Educational Resource Organizations in the Mid-Atlantic Region.	137p.	L1	ED 374 785

Konichi Wa: Japanese Videodisc Evaluation Report.	98p.	L1	ED 374 783
Language Authority in America: In Grammar and Webster We Trust.	14p.	L1	ED 374 657
The Language of Classroom Democracies: Assessing Language and Learning within the Student Culture.	13p.	L1	ED 374 428
Learning Strategies in Second Language Acquisition.	271p.	L3	ED 374 675
The Lexicon in Acquisition. Cambridge Studies in Linguistics 65.	318p.	L3	ED 374 672
The Logic of Language: A Paradigm for Multicultural Literacy.	11p.	L1	ED 374 644
Long-Term Stability of Teacher Certification Test Objective Job Analysis Ratings.	7p.	L1	ED 375 174
Looking for "Resistance" in All the Wrong Places.	14p.	L1	ED 374 455
Mastery Learning in the European Research Community.	16p.	L1	ED 375 181
Mastery Learning Research in an International Context: Methodological Problems and Prospects.	25p.	L1	ED 375 180
Mentoring for Professional Development of Tertiary Educators.	11p.	L1	ED 375 099
Migrant Day Care Needs and Services in Pennsylvania.	88p.	L1	ED 374 944
Multicultural Leadership for Restructured Constituencies.	14p.	L1	ED 375 190
NAEP Trends in Academic Progress. Achievement of U.S. Students in Science, 1969 to 1992--Mathematics, 1973 to 1992--Reading, 1971 to 1992--Writing, 1984 to 1992. Report in Brief.	37p.	L1	ED 375 172
New Schools for New York. Plans and Precedents for Small Schools.	197p.	L1	ED 375 219
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On the Design and Purposes of State Curriculum Guides: A Comparison of Mathematics and Social Studies Guides from Four States.	31p.	L1	ED 374 571
Organizing a Knowledge Base for Urban School Restructuring. Restructuring To Educate the Urban Learner. A Decisionmaking Framework.	13p.	L1	ED 375 236
A Place at the Table: The Changing Role of Urban Public			

Journalism/Mass Communication Education's Response to Calls for Increased Racial/Ethnic Sensitivity.	51p.	L1	ED 374 436
Katz's Five Issues of Psychodynamic Development: The Importance of Theatre Participation to the Collegiate Experience.	31p.	L1	ED 374 471
Kids, Schools, & Health: Where Do We Stand? Results of the 1993 New Mexico Youth Risk Behavior Survey of Native American Schools.	26p.	L1	ED 374 953
The Language of Interpretation: Patterns of Discourse in Discussions of Literature.	164p.	L1	ED 374 466
Languages Across the Curriculum. Translation Perspectives VII. 1994. Invited Essays on the Use of Foreign Languages throughout the Postsecondary Curriculum.	147p.	L2	ED 374 646
Learning Counterintuitive Physics Concepts: The Effects of Text and Educational Environment. Reading Research Report No. 16.	42p.	L1	ED 374 404
Learning Style Differences between Developmental Studies and Academic Core College Students: Implications for Teaching.	23p.	L1	ED 374 751
Lessons from the Carnival: The Implications for Australian Teacher Education of a Distance Education Program Designed for the Children of the Showmen's Guild of Australasia.	25p.	L1	ED 374 933
Liberating Learning. A Study of Daytime Education Groups in Ireland.	105p.	L1	ED 374 220
A Light at the End of the Tunnel: The Impact of Early Clinical Experiences on Medical Students.	11p.	L1	ED 374 746
Local Variation in Response to State Reform of High School Graduation Requirements.	40p.	L1	ED 374 557
Longitudinal Study: A Retrospective Study of Enrollments and Academic Achievements: First-Time Entering College Students, Fall Semesters 1985, 1987, and 1989. Southwestern College Special Report.	35p.	L1	ED 374 846
Making Mathematics Learning In and Out of School Complementary.	15p.	L1	ED 374 973
Making Sense of a Mathematical Microworld: A Pilot Study from a Logo Project in Costa Rica.	10p.	L1	ED 374 990
Marginalised Identities, Communications Technologies, and the Politics of Research: Issues in Interpreting the Educational Opportunities of the Children of the Showmen's Guild of Australasia.			

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107p. L1 ED 374 315

Indian Issues Regarding Head Start Reauthorization. Joint Hearing To Expand the Provisions of Head Start Services and To Improve the Overall Quality of Head Start Programs, before the Committee on Indian Affairs and the Committee on Labor and Human Resources. United States Senate, One Hundred Third Congress, Second Session.
205p. L1 ED 374 939

Joint Field Hearing on H.R. 6: Elementary and Secondary Education Act Reauthorization. Joint Hearing before the Subcommittee on Elementary, Secondary, and Vocational Education of the House Committee on Education and Labor and the Senate Subcommittee on Education, Arts, and Humanities of the Senate Committee on Labor and Human Resources. House of Representatives, One Hundred Third Congress, First Session (Providence, Rhode Island, October 4, 1993).
86p. L1 ED 375 221

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